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ABSTRACT

The State Capacity Building Program is designed to improve educational practice by encouraging state educational agencies (SEAs) to develop their capacity for gaining access to information resources and to link such information to the needs of educators. This report is a comparative account of the first nine SEAs funded through the NIE program: Alaska, Connecticut, Delaware, Illinois, Kentucky, Montana, New York, South Carolina, and Texas. Each agency was visited for two days, during which time interviews were conducted to discuss each project's state context, history, program proposal, clients, information resources, linkage mechanisms, leadership, evaluation, and technical assistance. An overview of the NIE program is followed by individual state reports. A summary chapter then examines similarities and differences among the projects. Collectively, the report presents a compilation of dissemination practices and change strategies which are being used in the development of a nationwide dissemination network. A glossary of terms, annotated bibliography of documents consulted in the preparation of this report, and an interview guide used during the state visits are appended. This is the first of five reports on Phase I of NTS's preparation study for a full scale evaluation of the program. (Author/JPF)

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1977
STATE
REPORTS

THE STATE CAPACITY BUILDING PROGRAM

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JULY 1977

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PREFACE

As part of its mission to foster improvement of education throughout the country, the National Institute of Education (NIE) is responsible for building "an effective educational research and development system." The State Dissemination Grants Program is a major initiative of NIE to achieve its mission and a part of the larger effort now underway to develop a nationwide dissemination configuration. The State Dissemination Grants Program is designed to improve educational practice by encouraging state education agencies (SEAs) to develop their capacity for gaining access to information resources and to link such information to the needs of educators. The Program is administered by the Information and Communications Branch of the Dissemination and Resources Group in NIE.

Through the State Dissemination Grants Program, two types of awards are made to SEAs:

- Capacity Building Grants support SEA efforts to build a comprehensive state dissemination capacity. These awards, averaging about $100,000 each, are of one-year duration and potentially renewable for three to five years.

- Special Purpose Grants, averaging $25,000 each, support relatively low-cost, short-term SEA improvement efforts related to building a comprehensive state dissemination capacity. These grants are used to support such SEA activities as initial planning, training of personnel, or the development of specific dissemination resources.

Through the State Dissemination Grants Program in 1975, ten states were awarded Capacity Building Grants and four states received Special Purpose Grants. In 1976, fourteen Capacity Building Grants and five Special Purpose Grants were awarded. Pending availability of funds, NIE anticipates supporting successive groups of states until all those qualified are included.

In conjunction with the State Dissemination Grants Program, NIE also supports a National Dissemination Leadership Project which promotes communication among all state education agency personnel on dissemination. Each SEA has a representative appointed by the Chief State School Officer. This representative participates in national and regional meetings and in other forms of communication designed to improve the dissemination capacities of all SEAs.

Under the sponsorship of Dissemination and Resources Group (DRG), NTS is conducting a two-phased study of the State Capacity Building Grants Program. The first-year design phase was completed in August of 1977; the full-scale evaluation began in September of 1977 and is intended to extend until six months after the last group of states is funded. The NTS Study is designed to evaluate the process of developing a comprehensive dissemination capacity in SEAs and to assess the program's impact. The Special Purpose Grants are not included in the NTS evaluation activities since they are only of one year's duration and are not intended to be comprehensive in scope.

The State Capacity Building Program has been defined by broad NIE goals. The Grants Announcements state that establishing a comprehensive dissemination capacity requires three components: a comprehensive set of resources, a means of linking client groups to the resource base, and the leadership and management arrangements which facilitate the provision of services on any problem to all clients. The Grants Announcements also state that the Program is designed to be user-driven, that is, to respond to any information request from any client. States develop their own specific objectives from these broad goals. Time lines are mutually agreed upon by the States and NIE as part of the collaborative effort.

In the NTS Study, as in the Grants Announcements which describe the Program, dissemination is defined as "a two-way process for communicating knowledge relevant to educational needs and problems so that educational decision makers and practioners can rationally consider alternatives to current practice and the results of research and development in improving educational programs." The usage denoted in this definition incorporates all four levels of the definition developed by a recent government task force, the Dissemination Analysis Group (DAG). The definition employed in the State Capacity Building Program focuses on DAG's third delineated usage: choice. The SCBP is designed to facilitate the rational consideration and selection among effective educational practices, ideas, materials, research and development outcomes, and other knowledge which can be used for the improvement of education.

Two overarching questions focus all NTS evaluation activities: (1) Is dissemination capacity being built? Is so, how? (2) Is the State Capacity Building Program having an effect? If so, what is the nature of the effect? The design phase and first full year of the evaluation concentrate on describing the Program and on clarifying the Program's objectives; the second and additional years will concentrate more on delineating the impact of the Program in the states and on communicating evaluation results to NIE and the projects for their own improvement.

Phase I of the NTS study has resulted in five reports:

- This document, State Reports, contains extensive documentation on nine of the first states funded through NIE's Capacity Building Grants Program.
- 1977 State Abstracts, contains summaries of twenty-four capacity building projects. Included are the ten SEAs initially funded in 1975 and the fourteen additional projects funded in 1976. The abstracts document dissemination activities in the SEAs as of May 1977.
- Final Design Report of the Evaluation of the State Capacity Building Grants Program is a two-volume report.

Volume I contains the proposed designs for the full-scale evaluation. Volume II contains proposed instrumentation.

- *Building Capacity in Dissemination: Literature Review* was used to inform the design process. The *Literature Review* consists of two separate, but related, products. The first summarizes dissemination literature, using an organizing framework which parallels that followed in NTS design work. The second product consists of an extensive bibliography and outline of topics covered in the *Review*. Each entry on the outline is followed by a list of relevant citations.
- *A Compendium of Evaluation and Documentation Forms Currently in Use by State Capacity Building Projects* is a compilation of selected instrumentation used by the Capacity Building Projects. An accompanying narrative explains the included materials.

Subsequent reports will be prepared during the full-scale evaluation of the State Capacity Building Program.

ACKNOWLEDGEMENTS

Documenting a program as diverse and dynamic as NIE's State Capacity Building Grants Program requires the cooperation and support of many people. The authors would like to express their appreciation to State Capacity Building Program (SCBP) participants at the federal, state, intermediate, and local levels for their contributions to this report.

The authors would like to express their foremost appreciation to the nine directors whose projects are summarized in this document. Without their open and enthusiastic cooperation, this report would never have been written. Special thanks are extended to each project staff for their contributions. We would also like to thank those administrators in each state who demonstrated their support for the projects by spending time with us. All these people gave of their time to answer questions, arrange interviews, and supply documentation for this report. With warm receptivity they helped familiarize NTS staff with nine capacity building projects.

We also wish to acknowledge the cooperation of the Chief State School Officers in supporting our study and particularly that of

Paul Sandifer who served as liason with the Council of Chief State School Officers and the Committee on Evaluation and Information Systems.

We are grateful for the special assistance and guidance of our advisory council members: Richard Brickley of Research and Information Services for Educators; David Clark of Indiana University; Paul Hood of Far West Laboratory; and Sam Sieber of the Virgin Islands and director of a precursor to this evaluation, the study of the Pilot State Program.

We are indebted to those NTS staff who contributed to this report. Jack Stenner provided unselfish assistance, encouragement, and expertise throughout the study. Joan Troy and Jack Bailey assisted the project in administrative and supervisory capacities. Wayne Parks efficiently managed the project's financial affairs. Dick Engler worked diligently with the project staff and state personnel. Elizabeth Nissen graciously handled travel arrangements for the state visits. Bernie Schmidt edited and proofread numerous drafts of the report. Peter Bileckyj helped prepare the glossary. Pauline Matson, Eleanor Johnson, Dianne Gupton, and Ray Alderson carefully typed each draft. Debbie Ward helped assemble the final report. Garvey Pressley worked with the printer. And, in the production stage, Joe Haenn and Michael Everett offered useful suggestions.

Special words of recognition are also extended to those individuals within NIE's Dissemination and Resources Group who have been involved in the SCBP: Senta Raizen, Associate Director of the Dissemination and Resources Group; Charles Haughey, Project Officer for the Program; and the project monitors, Bob Chesley, John Coulson, Mollie McAdams, Frank Smardak, Arch Steiner, Maureen Treacy, Del Trester, and Kit Welsh.

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INTRODUCTION

NTS is conducting, under the sponsorship of NIE's Dissemination and Resources Group, a two-phased study of the State Capacity Building Program (SCBP). The SCBP is designed to improve educational practice by encouraging state education agencies (SEAs) to develop their capacity for gaining access to information resources and to link such information to the needs of educators. The NTS study will assist both NIE and the States in the process of developing comprehensive dissemination capacity in SEAs. Phase I of the study was used to develop process and impact evaluation designs for the full-scale evaluation of the SCBP, Phase II.

As part of the Phase I contract to design the evaluation, NTS staff visited the twenty-four states who have received grants under the Capacity Building Program. A major purpose of the visits was to ensure that NTS staff were knowledgable about the individual projects, since it was felt that an understanding of the Program and familiarity with the projects would facilitate the development of appropriate evaluation designs and instrumentation. The visits were also used as a vehicle for cultivating collaborative relationships among NIE, the States, and NTS. This report emerged from the familiarization visits.

State Reports is a comparative account of dissemination activities in nine state education agencies. This report reveals that while each state is committed to building its dissemination capacity, variation is evident in the ways in which states proceed. For example, one state is focusing on development of special files to augment its resource base while another is emphasizing the identification and training of linkage agents to work out of regional educational service centers and still another is strengthing the technical assistance activities of the SEA to assist in local problem-solving and improvement efforts. The State Capacity Building Program is designed to foster such variation. State Reports documents this variation.

State Reports has three purposes: (1) to provide NIE and the States with an indication of NTS's familiarity with specific projects, (2) to provide NIE, the States, and other audiences with programmatically useful information about the State Capacity Building Program, and (3) to support design development. State Reports should be of utility to all those involved in the development of a nationwide dissemination configuration: the staff of the National Institute of Education; other personnel in federal, state, and local governments; members of Congress; researchers and developers; trainers; and the NTS project team.

State Reports is comprised of eleven chapters, including this introductory one. Chapters 2-10 present, in alphabetical order, individual reports of nine state capacity building projects. Chapter 11 is a summary chapter which examines similarities and differences among the projects. Eight tables are provided for readers who want quantitative details. At the same time, the narrative portions of Chapter 11 summarize major points.

State Reports also contains three appendices. Appendix A is a glossary of abbreviations, acronyms, and terms utilized in the report. Appendix B is an annotated bibliography of documents which were consulted in preparing State Reports. The documents are listed individually for each state. Appendix C is the interview guide which was used during the state visits.

Each state education agency included in this report was visited for two days, during which time a series of interviews were conducted. In each state the following topics were covered:

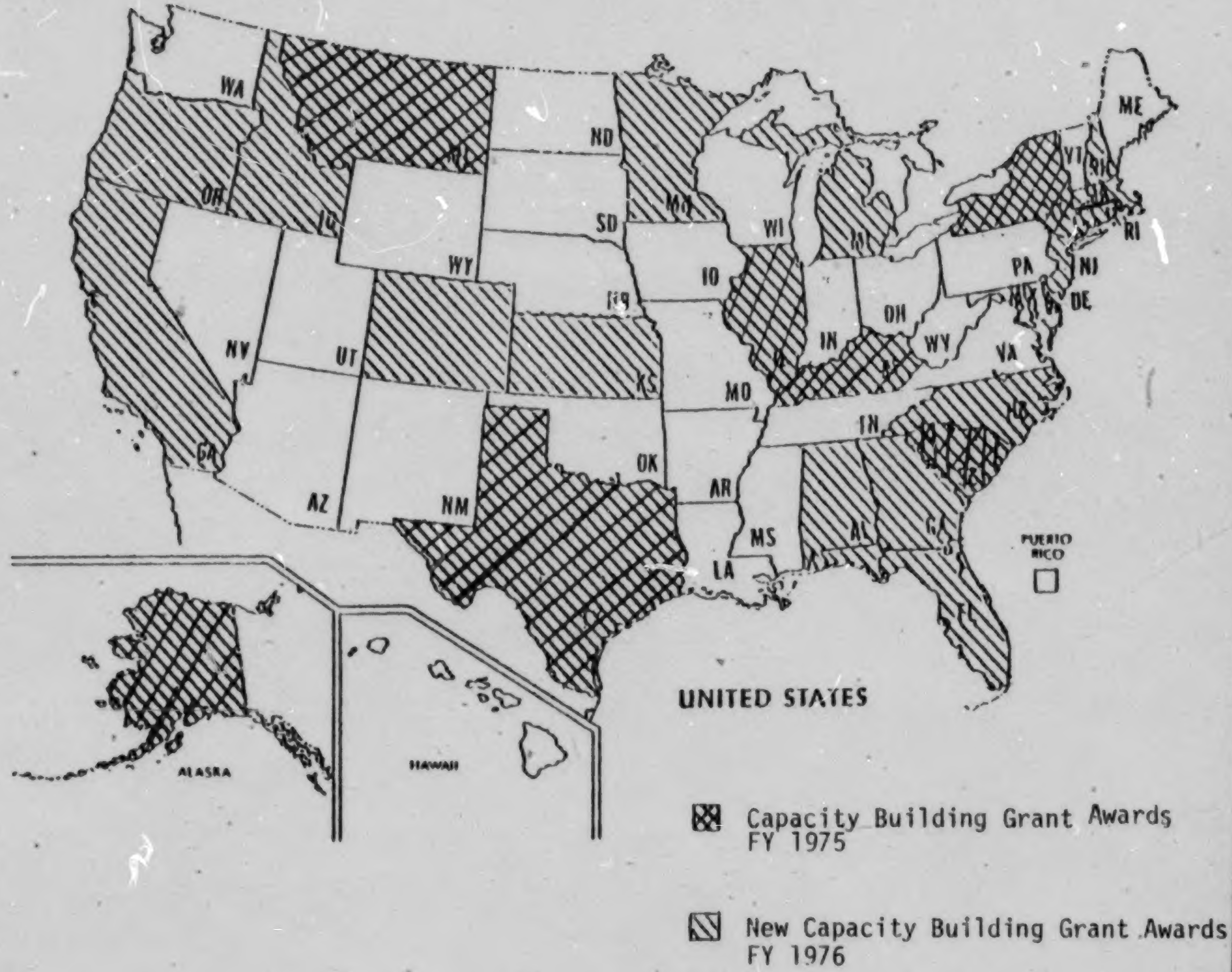
- State Context
- Preproject History
- Overview of the Project Proposal
- Clients
- Information Resources
- Linkage Mechanisms
- Leadership
- Evaluation
- Technical Assistance

The state interviews provided a framework for the standard format employed in preparing the reports.

The first portion of each state report presents an objective view of the capacity building project. Personal impressions and observations are reserved for the final section. Each report begins with a description of the context within which the project has developed. As Dr. Paul Hood has noted, "the important educational dissemination functions are basically the same everywhere; but because the contexts are different from state to state... the particular configuration of elements and activities constituting an appropriate dissemination operation in one state for one target audience, with specific needs at a specific time, will not necessarily be a good configuration in a different situation." ("The Elements of a Good Dissemination Program," November 1970.)

Knowledge of state characteristics and SEA features provides a backdrop for the particular configuration of activities and resources utilized by each project. The background description is followed by an overview of the project, its organizational structure, and its goals and objectives. Then each project component--information resources, linkage, and leadership--is examined in greater detail. A final observations section presents subjective remarks about each project. Inter-state comparisons are reserved for the final chapter.

Individually, each report describes capacity building efforts in one state. Collectively, State Reports represents a compilation of dissemination practices and change strategies which are being used in the development of a nationwide dissemination configuration. The states with capacity building grants are mapped in Figure 1.1.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NC
SC
MS
AL
GA
LA
TX
FL
PUERTO RICO
UNITED STATES
ALASKA
HAWAII
▩ Capacity Building Grant Awards FY 1975
▨ New Capacity Building Grant Awards FY 1976

Figure 1.1 States Receiving Grants Through NIE's Capacity Building Program

1977

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ALASKA

PROJECT A-TIP

CONTEXT

Significant State Characteristics

Project A-TIP is the official name of Alaska's Capacity Building Project. Short for Alaskan Talent, Information and Promising Practices, the acronym succinctly captures the expressed thrust of the state's Capacity Building Project. Significant state characteristics seem to have influenced the design and development of Alaska's user-based system for dissemination.

The state's geographic size and sparsely scattered population have resulted in the development of intermediate units and a telecommunications system to better meet the needs of Alaskan educators. Alaska is the largest state in the United States. It is almost a fifth as large as all the rest of the country, and more than twice the size of Texas, the second largest state. But Alaska has fewer poeple than any other state except Wyoming. Its population density is less than one person per square mile. The state has 51 local school districts and 352 public schools, which serve a student population of 94,000. The smallest school district serves 49 children in grades K-12; the largest school district serves almost half (40,000 students) of the entire student population. Approximately 75 percent of Alaska's student population is located in an area comprised of three boroughs which include and surround the largest school district (Anchorage).

Alaska has seven community colleges and one regionally accredited university, the University of Alaska, which maintains three campuses (Anchorage, Fairbanks, and Juneau). An intermediate unit system to be comprised of up to six Regional Resource Centers is in the developmental stage; four of the centers are currently operational, two of which are offering the services of Project A-TIP. One of the operational centers (Southcentral-Anchorage) contains over half of the state's population in its designated region.

The State Department of Education is located in the capital city, Juneau, some distance from the major population centers of the state. There are no roads which connect the state capital to other cities, and even if there were, the distances would make driving exceedingly costly. Mail is picked up in some area of the state only once a week. Until recently, one city of 900 had only two telephone lines; the region now has four lines, but there are still viewed as inadequate for communicating with local districts.

The State Education Agency

A five-member State Board of Education is appointed by the governor. There are also two members who serve in an ex officio capacity, a military representative, and a student representative.

A Commissioner of Education is appointed by the State Board and approved by the governor. The SEA is divided into four divisions: Educational Program and Support, Management and Finance, Vocational Rehabilitation, and State Library. A total of 130 professional and support people staff the 32 offices which comprise the SEA. However, if library and museum and Seward Skills Center personnel are added, the total is about 600. Figure 2.1 presents an organizational chart of the department.

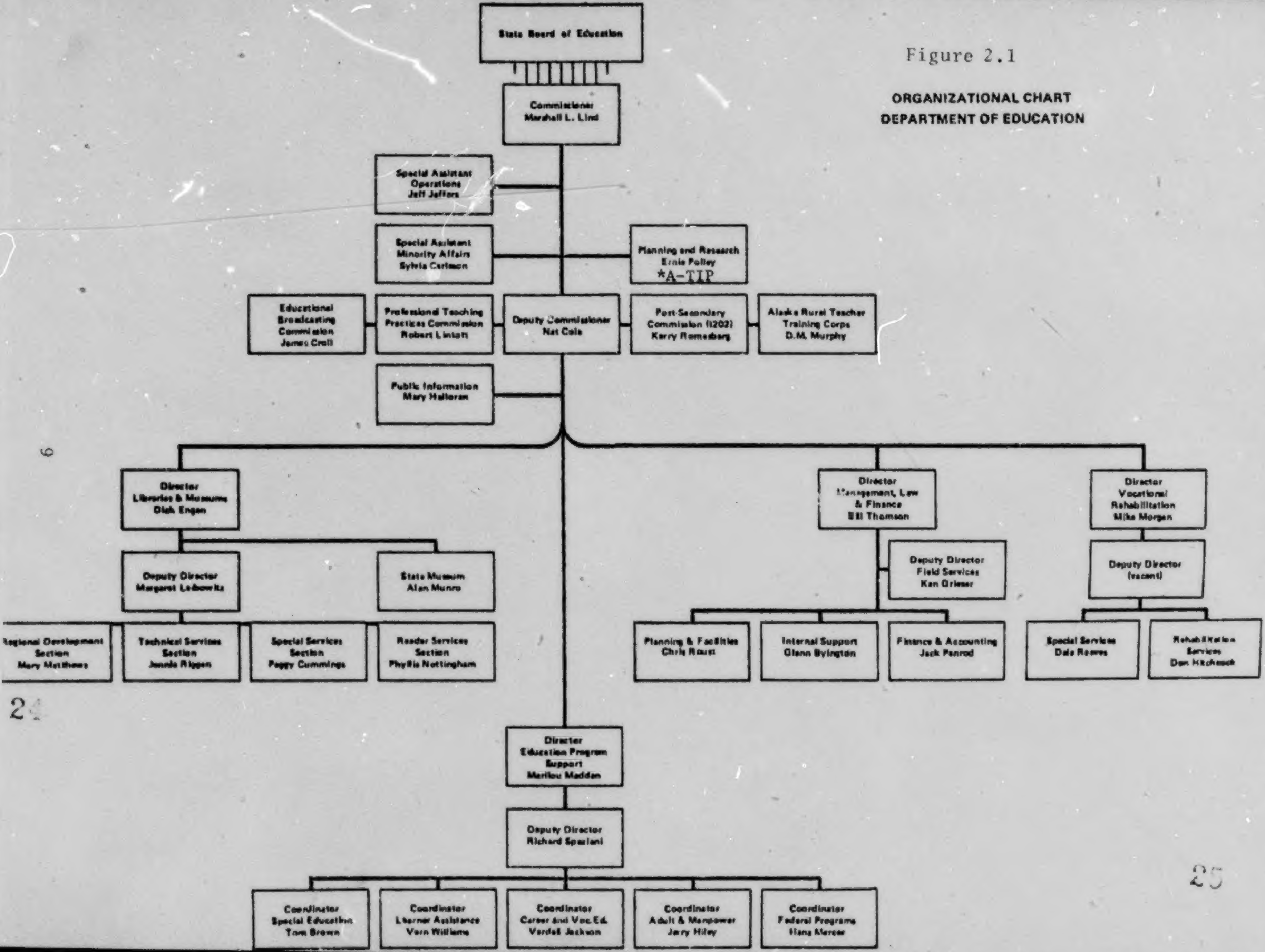
The Office of Planning and Research is an arm of the Commissioner's office. Alaska's Capacity Building Project, Project A-TIP, is located in this office. The Commissioner regularly meets with the Coordinator of Planning and Research and the four division directors. The director of A-TIP seeks resolution of issues affecting him by contact through the Coordinator of Planning and Research with the Deputy Commissioner or Commissioner.

Prior Dissemination Efforts

Prior to NIE funding for Project A-TIP, two other SEA units provided limited dissemination services: (1) the State Library, one of the four divisions within the SEA, and (2) the Public Information Unit, an arm of the Commissioner's Office. The State Library distributed (and still distributes), on a revolving basis, a variety of reference and audiovisual materials. These include books, cassette tapes, motion picture films, and items for the blind and physically handicapped. In addition, the State Library provided (and continues to provide) ERIC materials.

Figure 2.1

ORGANIZATIONAL CHART
DEPARTMENT OF EDUCATION

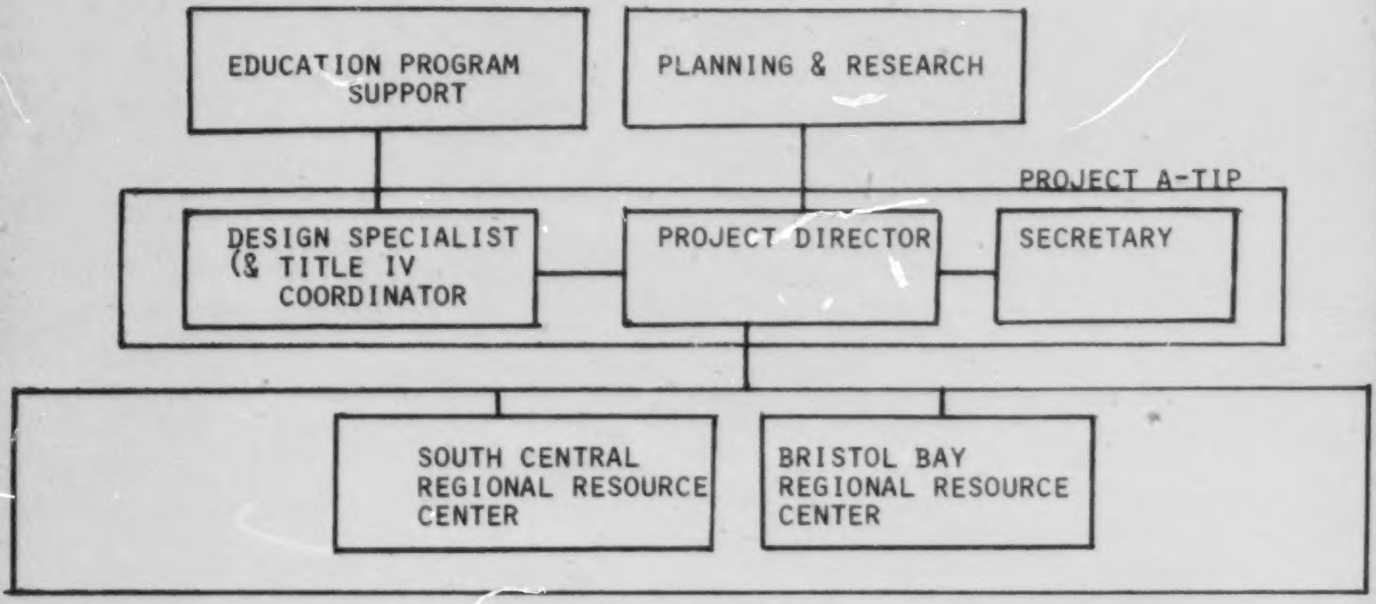

State Board of Education
Commissioner Marshall L. Lind
Special Assistant Operations Jeff Jeffers
Special Assistant Minority Affairs Sylvia Carlson
Planning and Research Ernie Polley
*A-TIP
Educational Broadcasting Commission James Croll
Professional Teaching Practices Commission Robert Lintott
Deputy Commissioner Nat Cole
Post-Secondary Commission (1202) Kerry Romesburg
Alaska Rural Teacher Training Corps D.M. Murphy
Public Information Mary Halloran
Director Libraries & Museums Dick Engen
Deputy Director Margaret Leibowitz
State Museum Alan Munro
Regional Development Section Mary Matthews
Technical Services Section Jennie Riggen
Special Services Section Peggy Cummings
Reader Services Section Phyllis Nottingham
Director Management, Law & Finance Bill Thomson
Deputy Director Field Services Ken Grieser
Planning & Facilities Chris Roust
Internal Support Glenn Bylington
Finance & Accounting Jack Penrod
Director Vocational Rehabilitation Mike Morgan
Deputy Director (vacant)
Special Services Dale Reeves
Rehabilitation Services Don Hitchcock
Director Education Program Support Marilou Madden
Deputy Director Richard Spaziani
Coordinator Special Education Tom Brown
Coordinator Learner Assistance Vern Williams
Coordinator Career and Voc. Ed. Verdell Jackson
Coordinator Adult & Manpower Jerry Hiley
Coordinator Federal Programs Hans Mercer

Public relations activities -- news releases, speeches, special documents, curriculum guides -- were (and still are) produced within the Public Information Unit. Since the NIE project commenced, dissemination services provided through the Public Information Unit have increased. The SEA monthly newsletter, Alaskan Education News, which was established in a response to Project A-TIP's needs assessment, is produced within this unit.

AN OVERVIEW OF THE PROJECT

Organizational Structure

Organizationally, A-TIP consists of three staff people: the project director, a half-time design specialist, and a secretary. Figure 2b captures this organizational structure. The Project Director is chief administrator; coordination and planning activities occupy a majority of his time. The design specialist works with the director on a half-time basis. His other half-time position as Title IV Coordinator is in another division, Education Program Support. This natural tie-in -- whereby the A-TIP design specialist is also the Title IV ESEA Coordinator -- has been a great help in overcoming fragmentation of dissemination in the SEA and possible insultation of A-TIP. In his two roles, the design specialist/Title IV Coordinator occupies two entirely different spots in the SEA organization yet works naturally back and forth across the SEA in a way that eases relationships and opens communication for A-TIP and its director. The project secretary has been trained in search negotiation and office information management, and functions in this capacity.


EDUCATION PROGRAM SUPPORT
PLANNING & RESEARCH
PROJECT A-TIP
DESIGN SPECIALIST (& TITLE IV COORDINATOR
PROJECT DIRECTOR
SECRETARY
SOUTH CENTRAL REGIONAL RESOURCE CENTER
BRISTOL BAY REGIONAL RESOURCE CENTER

Organizational Structure of A-TIP

Figure 2.2

Goals and Objectives

The pervasive goal of the project is to provide a responsive information service for all Alaska educators. Institutionalizing the service is viewed as eventually involving the entire state education agency, the 51 local school districts, and all of the Regional Resource Centers. First year activities were focused primarily on needs assessment, planning, and design. During the second year the expressed thrust in on operationalizing and piloting testing plans developed during Year 1. The project is developing around six primary areas first described in the original proposal. These are: (1) identification of user characteristics and information needs; (2) promotion and development of user awareness; (3) user access to repositories; (4) identification and description of instructional resources including curriculum materials, promising practices, and human talent; (5) acquisition and processing of these instructional resources; and (6) instructional resource and information distribution.

Figure 2.3 summarizes, by component, the first and second year objectives for the project.

Programmatic Changes

Two problems were encountered during year one. The first related to the state's late acceptance of federal funds and the second to the creation of 21 new school districts. The first problem evolved because the Alaska legislature did not accept the grant award immediately. Because of this problem, a three-month delay was granted, which moved the project starting date to October 1, 1975. Actual approval from the state legislature was not received until November, 1975. The current project director was hired after the project started.

Last year's emergence of 21 new school districts and concurrent election of 21 new school boards has been a challenge to the entire State Department of Education. The additional districts have increased the number of districts served by 41 percent. The 21 new districts demand many more services and greater assistance than the already established districts. This situation forced the Department to look carefully at how its resources were used. Increased requests for curriculum materials, promising practices, and human resources created two needs: one for staff training for delivery of these services, and a second for alternative means of providing assistance to local schools.

Figure 2.3

Matrix Listing Objectives By Components for Alaska

Component	Year 1 Objectives		Year 2 Objectives	
INFORMATION RESOURCES	Information Inventory	- Inventory present statewide resources.		
	Classification and Indexing System •Information and Curriculum Materials	- Design a classification and indexing system for instructional resources which is compatible with identified user information needs.		
	Descriptive System •Talent Bank •Promising Practices	- Design and develop a descriptive system based upon user information needs for selecting human resources and promising practices.	Talent Bank Promising Practices	- Identify human resources. - Identify promising practices in priority need areas.
LINKAGE	Retrieval System •Regional Resource Centers •Linkage Agent Training •San Mateo Educational Resource Center	- Design a retrievel system. •Development of Regional Resource Center concept is one part of this design. •Training SEA and Regional Resource Center staff as linkage agents is another part of this design. •Contract with San Mateo Educational Resource Center is a third part of this design.	Information Delivery •A-TIP •Regional Resources Centers •SMERC	- Use Project A-TIP, Regional Resource Centers, and SMERC to disseminate Talent Bank, promising practices, and information and curriculum materials.
LEADERSHIP	User Needs	- Identify information needs of Alaskan educators.	User Needs	- Design and develop an information system based upon the needs of target populations.
	Operational Studies •Regional Services •Telecommunications •Systems Management Information Needs	- Design and conduct those studies necessary to facilitate the system becoming operational.	Operational Studies •Telecommunications	- Design and conduct those studies necessary to facilitate the system becoming operational.
	Dissemination Network (Regional Resource Centers)	- Design a dissemination network and the associated communication procedures which maximize the effectiveness and efficiency of identifying, selecting, and distributing instructional resources.	Dissemination Network (Regional Resource Centers)	- Pilot network design in two of the regions.
	Marketing Strategies	- Design and develop marketing strategies (e.g., slide tape, awareness training).	Marketing Strategies	- Identify and design appropriate marketing strategies.
	Evaluation •Planning and Evaluation Survey	- Evaluate current SEA activities.	Evaluation •Talent Bank •Promising Practices •Information and Curriculum Materials	- Design and conduct long range evaluation of dissemination process.

INFORMATION RESOURCES

Resource Base Development

Project A-TIP is not developing a resource base which is housed physically within its office; rather, it is developing mechanisms for obtaining access to available resources. Included in the project's acronym (A-TIP) are the three major Alaskan resource areas -- Talent, Information, and Promising Practices. Project A-TIP is concentrating its efforts and NIE and state funds in these areas. By developing files or catalogs of available talent, information (mainly curriculum materials), and promising practices, A-TIP serves as a referral or broker, and directs local requests to the proper resource.

Access to both human resources and promising practices in Alaska involves the establishment of two similar files. The process for establishing both the promising practices file and the human talent bank includes identifying priority areas, designing inclusion criteria, identifying promising practices or available talent, gathering pertinent information, and developing descriptions for included items. Talent Bank is the official title of Alaska's directory of human resources. Established in the fall of 1973, the directory includes educators, trades people, and professionals. Talent Bank members provide, upon request, consultative services to local school districts. Members are limited to ten days service per year. Project A-TIP matches client requests with an appropriate consultant. State funds (Talent Bank receives a $60,000 annual grant from the State Legislature) provide for each consultant's travel, subsistence, and a classroom substitute. The promising practices file will focus on the identified priority area, reading. Nominations of programs and development of inclusion criteria have been completed; now, site teams will visit programs to apply these criteria and gather information. After selection, promising practices will be described in a manner similar to that used for Talent Bank.

Access to ERIC and other program information is provided through contracted services with the San Mateo Educational Resource Center (SMERC) in California. The Project Director enumerated the reasons for using these services: SMERC is relatively inexpensive and provides ready access to fugitive curriculum materials in addition to ERIC. Project A-TIP is also developing a file of local curriculum materials which will be entered into the SMERC files for retrieval.

Responding to Client Requests

Local requests are forwarded through the Regional Resource Centers to Project A-TIP via mail or magcard/tape acoustical coupler. At present, Project A-TIP transmits the search requests to SMERC via a magcard/tape acoustical coupler; SMERC prepares a response and returns it directly to the client or to the linking agent within the Regional Resource Center. Eventually their search requests and responses will be transmitted via the telecommunications systems. Requests for specific ED documents or other resources available through the State Library are forwarded to the State Library, which maintains a complete ERIC microfiche collection. Reproduction services are also provided through the State Library. Requests for human resources are forwarded to appropriate Talent Bank personnel.

Project A-TIP processes approximately 100 client requests for services per month. At present, requesters are mostly classroom teachers. However, requests are also processed from superintendents, principals, Regional Resource Center staff, and SEA personnel.

Products

In addition to developing the Talent Bank catalog and promising practices file (described under Resource Base Development), Project A-TIP identified the need for a monthly newspaper for teachers, administrators, board members, and educational associations. Alaskan Education News was established in response to the identified need; the monthly newspaper is produced by the Public Information Unit.

Priorities

Developing access to a comprehensive information resource base is viewed as a top priority for Project A-TIP. Once the mechanisms for providing comprehensive services are established, responding to client requests will become more important and less difficult than the task seems to be at present.

LINKAGE

Linkage Development

A policy paper prepared by A-TIP's project director catalyzed the Regional Resource Center (RRC) concept. In July, 1976, the Alaskan Legislature provided for the establishment of up to six intermediary service units. Four of the centers (Southcentral, Bristol Bay, Southeast, and Northwest) are currently operational. In the second year of the project, services are being offered on a pilot basis through the RRCs (Southcentral and Bristol Bay). Center services include staff training and development; identifying and disseminating information and materials; planning and program development; evaluation; and technical assistance. When all the centers are operational, they are to encompass and be responsive to the major educational service needs of the state's 51 districts.

The intermediary units are not part of the state education agency. They are supported by grants from the State Legislature and LEA subscriptions, or cost sharing. Each center receives a basic grant of $30,000 per year, plus an additional amount based upon Average Daily Membership (ADM) figures. The Regional Resource Centers are governed by autonomous boards, which are comprised of one member from each participating district. The compositions of the five operating boards are not identical. In two regions, the Regional Resource Center Board is comprised of lay people appointed by the local superintendents serving in an advisory capacity. In the other regions, the 17 member board consists of all the participating local school district superintendents.

Linkage Agents

The linkage agents who operate from the Regional Resource Centers are not on the state pay scale; rather, their salaries are set by the regional boards. One of the Regional Resource Centers in which A-TIP is piloting its services Southcentral

Region-Anchorage, employs one full-time linker for reading, and three half-time linkers. The full-time linker is part of NIE's Reading Consortium Project. He provides comprehensive reading services to two of ten school districts in his region. The second pilot center, Bristol Bay Regional-Dillingham, has two voluntary half-time linkers. These agents link their clients with Project A-TIP and use A-TIP's services. The linkers also communicate informally among themselves at state conferences. Current client load for these linkers is estimated at 1 per 121 teachers and 1 per 4 superintendents.

Project A-TIP provides leadership and technical assistance to the Regional Resource Centers. Basic training as linkage agents for staff members of the two operational centers has been provided by Project A-TIP and SMERC. As more centers become operational, training will be expanded.

Creating Client Awareness

The Regional Resource Center linkage to local districts is viewed as one essential element of Alaska's linkage component; the other is the development of a telecommunications system. Telecommunications in Alaska is not viewed as a nonpersonalized linkage mechanism; rather, it is a way to set up a network so people can talk to each other. Two-way audio is the goal of the telecommunications system.

The Governor's Office of Telecommunications is working with the Alaska Department of Education to explore telecommunications alternatives for education throughout the state. This three-part project is supported by a separate grant from the National

Institute of Education for $195,000. In the already-completed Phase 1, SEA's telecommunications task force (on which A-TIP's Project Director serves) and the Telecommunications Office have prepared a written and videotaped overview of telecommunications services that would be possible via satellite. Phase 2 concentrated on educational needs, and how they might be directly met by telecommunications services. Feedback from rural educators on this written and videotaped report contributed to Phase 3, the SEA task force's recommendations on telecommunications applications that should be implemented within the state. The task force recommendations have been presented to the Commissioner. At present, linkers do little follow-up with their clients. When the telecommunications system becomes operational, more follow-up is planned.

In addition to its involvement with the Regional Resource Centers and the developing telecommunications system, Project A-TIP conducts awareness workshops as part of its dissemination strategies. During the project's first year, four training sessions were held for all educators in the Bristol Bay Region and for representatives from five school districts in the Southcentral Region. Over 130 teachers, principals, and superintendents, representing 33 school sites, attended these sessions. In addition, an awareness workshop was held in conjunction with the statewide federal programs workshop in October 1976. Sixty administrators and district federal program coordinators attended the sessions.

Other agencies related to the state's linkage mechanism include the Northwest Regional Education Lab (NWREL) and the Center for Staff Development. The Center for Staff Development is located adjacent to the Southcentral Regional Resource Center.

Alaska is also a participant in the regional R & D Utilization Program operated by the Northwest Reading Consortium. The Regional Resource Center in Anchorage serves as home base for the linkage agent of the R & D Utilization Program. Many LEAs have expressed a significant interest in participating in the R & D Utilization Program. Such an opportunity is beyond the funding capability of the Northwest Reading Consortium. The Project Director feels that the Regional Information Exchange Project could actively disseminate the knowledge base and train additional individuals, as identified by states, in the use and the process of matching needs to R & D Outcomes.

The Project Director plans to tie into the R & D Exchange Program. At present, the Northwest Regional Laboratory is gathering information concerning the common needs of the five states (Alaska, Idaho, Montana, Oregon, and Washington) which comprise its region. The NWREL has offered to provide technical assistance and training to these states in the development of their dissemination programs.

Priorities

The highest priority in the linkage component is to create client awareness of available resources and services. The institutionalization of the Regional Resource Centers, the development of the telecommunications system, and the recruiting and training of personalized linkage agents all relate to this objective. Last year, San Mateo Educational Resource Center and Project A-TIP provided basic training for linkage agents in the two pilot regions. The Project Director expressed a desire for additional help in training linkage agents. The goal is to develop skills which can be transmitted to local district personnel, thus achieving a multiplier effect. Alaska's Project Director viewed providing direct assistance to clients as the most difficult objective at present. Since the pieces of Alaska's linkage system are not yet operational, and since the state is too large to provide personal services less formally, this viewpoint seems understandable. Alaska's geographic conditions provide a rationale for both the project's priorities and its difficulties.

LEADERSHIP

Project Director

While institutionalization of a state-wide system is the goal, Project A-TIP has attempted to remain low-keyed. The Project Director does not want to threaten those who develop such information resources as Talent Bank. Pushing a common definition of dissemination throughout the agency is not part of the Project Director's style; achieving tangible steps toward a statewide communications system is.

The Project Director was hired specifically to direct this Project. At the time of being hired he was Director of Finance, Planning and Evaluation in the SEA in the state of Montana. He had formerly taught school in Alaska. He also had played a major role in Montana in writing that state's proposal for a Capacity Building Grant in Dissemination. Holding a Ph.D. in Educational Research, the Project Director was scheduled for a full-time-funded role under the NIE Capacity Building Grant in the Alaska plan.

However, SCBP grant funds were delayed for a month or so after the Project Director had been hired by the Alaska SEA. It was during this interim period that the Project Director worked up the specific scheme for the intermediary regional service centers (anticipated in the original SCBP proposal) and otherwise took the lead in formulating a strategy, and the acronym, for A-TIP.

Planning and Coordination

Data derived from two sources provided important documentation for the development of Alaska's dissemination system: (1) the Department of Education Planning and Evaluation Survey, and (2) the User Needs Interviews.

The Planning Survey was prepared by Project A-TIP and mailed to almost 2400 teachers and administrators throughout the state. Responses were obtained from 36 percent of those surveyed. Respondents indicated that the Department of Education should carry out eight major activities. Four of these related to dissemination:

(a) Identify and disseminate educational information, Media resources, and promising practices.

(b) Provide inservice training, especially through regional sessions.

(c) Improve communications (with schools).

(d) Develop new programs and curriculum and disseminate information about them.

Following this planning survey, the monthly newspaper for Alaskan educators was established; a promising practices file is being developed; and plans for additional and more comprehensive inservice training are underway.

The User Needs Interviews involved 40 people representing 24 of the 52 school districts. The educators identified the essential information they needed in selecting new curricula and methods. The identified essentials will be included in the format developed for reporting promising practices.

Both these surveys were recognized as instrumental in planning the direction of the Capacity Building Project. Project A-TIP will conduct formal planning surveys every other year. In addition, informal surveys are conducted within the agency. The Commissioner's long range plan to transfer service units from the SEA to the Regional Resource Centers resulted from an informal study. These Regional Resource Centers are service oriented. The Commissioner plans to separate all service functions (e.g., Audiovisual Unit of the State Library) from the regulatory functions of the state education agency.

Long range planning is viewed as a prerequisite to institutionalization and such activities have consumed a majority of the Project Director's time. The learning resource center study, the planning survey, the user needs survey, the telecommunications study, and the hearings for the development of rules and regulations for the regional units are examples of the planning efforts undertaken by Project A-TIP.

Day-to-day management of the project includes informal monitoring for system improvement. A-TIP staff request feedback from the Regional Resource Center staff when they meet. Included in the response package which a client receives is a postcard for indicating the utility of the materials received, but present return rates are low (15 percent).

Communications is among the priorities for action by the SEA during the current fiscal year. Efforts are to be aimed at not only educators but also the general public. A-TIP's planning survey provided a foundation for the director set by the State Board. Further development of telecommunications and Project A-TIP were recommended by the State Board. In addition, the State Board has requested that A-TIP continue its planning surveys once every two years. The State Board plans to use the bi-annual results in establishing SEA priorities.

Evaluation

Like many other parts of the dissemination system, some evaluation activities remain in the planning stages. Similar evaluation instruments are planned for both Talent Bank and the promising practices file. A comprehensive evaluation of the dissemination process has been contemplated. Quantitative and qualitative factors to be considered in the design have been enumerated, but actual designs have not yet been drafted. A major concern of A-TIP's Project Director is that the NTS evaluation and A-TIP's evaluation focus on similar criteria. The Project Director expressed a desire to avoid duplication and share data.

Priorities

Institutionalization of a statewide dissemination system is the expressed overarching leadership goal. Alaska's approach to reaching this goal is to take small, achievable steps. This year, four of the six Regional Resource Centers were operationalized; by the fall of 1977 five centers will be operational. Talent Bank was one of Alaska's first education information resources; this year a promising practices file, similar in format to the Talent Bank Catalog, will be completed.

OBSERVATIONS

It appears that Alaska is moving toward its goal of an institutionalized dissemination system despite the fact that taking these steps involves jumping major hurdles. These hurdles relate to Alaska's geographic and technological conditions. The Project Director stated them succinctly: "Travel costs, sporadic mail service, poor telephone system, weather, in short, Alaska."

Considering that the cost of living is higher in Alaska than in any other state, and considering that the funding the capacity building grant is a relative constant in all states, Alaska seems to have made remarkable use of its available resources.

One dollar ($1.00) in the lower 48 states is worth only $.70 in Alaska. This differential provides an additional rationale for contracting for services outside of the state. Since SMERC is located in the continental United States, the cost of the services is lower than if Alaska were to provide them internally.

Project A-TIP is intended to serve as a catalyst to accelerate capacity building in Alaska. The Project Director feels A-TIP's efforts have focused the entire department. Results of the Planning Survey conducted by A-TIP were used not only in developing long range plans for the project, but also in establishing priorities for the State Board. Through the concentrated efforts of Project A-TIP, structures are being built which are designed to flourish independently of federal funds. The Regional Resource Centers, Talent Bank, and the telecommunications system all originated from legislative mandates and receive annual support. After five years of NIE funding, Alaska plans to have an institutionalized, effective, user-based dissemination system.

1977

3

CONNECTICUT
STATE CAPACITY BUILDING PROJECT

CONTEXT

Significant State Characteristics

The Connecticut State Capacity Building Project in Dissemination builds upon a number of historical and demographic conditions in that state that influence the development of dissemination activities. One of the six New England states, Connecticut is the third smallest of all fifty states in geographic area. However, it is twenty-fifth in population numbers. The state has nine Standard Metropolitan Statistical Areas (SMSAs), and 80 percent of its estimated three million population live in them. A highly industrialized state, with its comparatively well educated and urban population, Connecticut has one of the highest average annual incomes in the nation. The Commissioner of Education and the 9-member Board of Education supervise the state's public school system. The Governor appoints the Board members to 6-year terms, and Board members elect the Commissioner to the same term.

Also significant as a backdrop to Connecticut's Dissemination Project are facts on local government. Most small towns use the town meeting form of government, and there are no county government units. Local government is centered in towns; geographic districts may include several communities and large rural areas under one government. In 1964 Connecticut redrew its congressional districts and created six new districts with fairly equal populations. As will be noted later, the six-region configuration for the state also appears in the development of six Regional Education Service Centers (RESCs). Also noteworthy, 75 percent of educational funds in Connecticut come from local property taxes, placing Connecticut near the bottom of the states in the level of state aid for public educators.

The State Education Agency

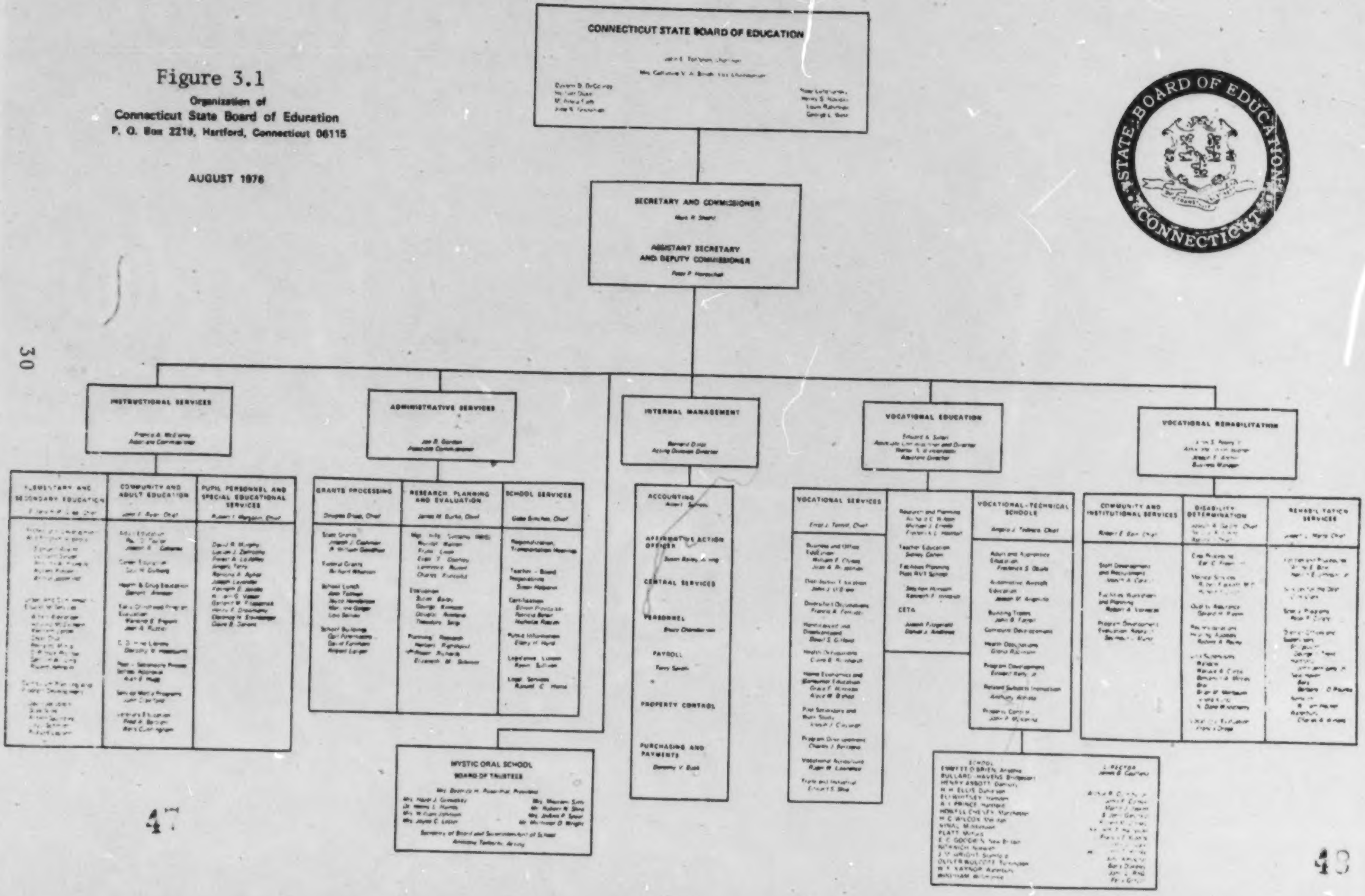
An organizational chart for education in Connecticut, locating the State Capacity Building Project (hereafter referred to as the SCBP) in the Bureau of Research Planning and Evaluation of the State Education Agency (SEA), is presented in Figure 3.1.

The state has three key levels concerned with public elementary and secondary education: the State Department of Education (hereafter referred to as the SEA); the Regional Educational Service Centers (RESCs); and the Local Educational Agencies (LEAs). The State has 165 school districts, 1,124 public schools, and a public school enrollment of 635,000. Explaining the importance of LEAs and the SEA role, Project personnel indicate that the SEA in Connecticut has been traditionally a "quiet partner" in the state educational enterprise. It has been "responsive rather than assertive" in its relationshps with local school districts. Cited as indicative of the state role is the level of state financial

Figure 3.1

Organization of
Connecticut State Board of Education
P. O. Box 2219, Hartford, Connecticut 06115

AUGUST 1976


CONNECTICUT STATE BOARD OF EDUCATION
SECRETARY AND COMMISSIONER
Mark R. Shedd
ASSISTANT SECRETARY AND DEPUTY COMMISSIONER
INSTRUCTIONAL SERVICES
Associate Commissioner
ADMINISTRATIVE SERVICES
Associate Commissioner
INTERNAL MANAGEMENT
Acting Division Director
VOCATIONAL EDUCATION
Associate Commissioner and Director
Assistant Director
VOCATIONAL REHABILITATION
Business Manager
ELEMENTARY AND SECONDARY EDUCATION
COMMUNITY AND ADULT EDUCATION
PUPIL PERSONNEL AND SPECIAL EDUCATIONAL SERVICES
GRANTS PROCESSING
RESEARCH PLANNING AND EVALUATION
SCHOOL SERVICES
ACCOUNTING
AFFIRMATIVE ACTION OFFICER
CENTRAL SERVICES
PERSONNEL
PAYROLL
PROPERTY CONTROL
PURCHASING AND PAYMENTS
VOCATIONAL SERVICES
Research and Planning
Teacher Education
Facilities Planning
CETA
VOCATIONAL-TECHNICAL SCHOOLS
COMMUNITY AND INSTITUTIONAL SERVICES
DISABILITY DETERMINATION
REHABILITATION SERVICES
MYSTIC ORAL SCHOOL
BOARD OF TRUSTEES
SCHOOL
DIRECTOR

aid to local education: Connecticut ranks in the lowest quartile nationally (about 25 percent of local school expenditures).

There are 150 professional staff in the central office of the SEA. They are divided into five divisions. Management of the SCBP is in the Bureau of Research, Planning and Evaluation under the Division of Administrative Services. While the calibre of professional staff in the SEA is considered high, the judgment at the Dissemination Project is that most SEA program units are minimally staffed and that support services are barely adequate.

Priority concerns and goals have been identified by the SEA over the past two years, with LEAs and community groups actively involved in this process. In the view of SEA management, the dissemination function can be justified to the degree it supports the department mission of addressing these priority concerns. Thus Dissemination Project staff recognize that, while an effective dissemination system must serve needs unique to each school district, it must also serve the educational priorities of the SEA.

Six educational goals represent the current SEA mission:

1. Achieving equity in school finance
2. Achieving equality of educational opportunity (minorities, disadvantaged, handicapped)
3. Expanding the capacity of local school districts and the state agency to do more effective planning and evaluation
4. Strengthening programs for the professional development of school personnel
5. Improving the career education/preparation of students
6. Increasing the responsiveness of schools to the diverse needs and aspirations of students.

While state dissemination planning continues to accommodate diverse needs and desires of local districts, increasing Project attention is directed toward the SEA priority areas where departmental manpower and financial resources are being concentrated.

Prior Dissemination Efforts

Dissemination capacity building prior to the NIE funding had gained considerable momentum at the regional level, but without coordination or extensive development at the SEA level.

At the SEA the picture is one of diffuse dissemination responsibilities and functions residing within various bureaus and program units. Dissemination functions usually are assumed concurrently with other duties, so that program information was fragmented and variable in quality. Across departments information existed in many different forms. There is no centralized storage and retrieval facility, and the multi-formed information is difficult to access. Efforts at dissemination commonly take the form of publications and conferences.

Cited as circumstances reflected in this situation were limited professional staff, distance from users, restrictions on fund use, and procedural delays. Further complications were identified with catch-as-catch-can financial support for dissemination, which depends on interests and commitments of varied and scattered individuals and agencies.

Beyond this state-level (specifically SEA) situation, however, the potential for a comprehensive dissemination capability can be detected in the local and regional forces that have been developing for five years. In that period, six area educational service centers, begun under Title III funding, have developed into agencies that are recognized in state statutes and have support in local school systems. In fact, these regional centers were initiated by individuals in local districts who wanted to know about and apply improved practices in education.

One center in particular, the Area Cooperative Educational Services (ACES) in the greater New Haven area, had created a special unit, the Educational Resources Center (ERC) devoted to information storage and retrieval. This unit had been building an impressive collection of "fugitive" materials and developing computer-access to an increasing number of national information sources. Beginning with the acquisition of the ERIC collection with Title III monies, ACES/ERC proceeded to acquire access to a half dozen national data bases and to become a comprehensive information services center. During its pilot years ERC provided services to seventy-six communities in Connecticut and to forty-six LEAs in sixteen other states.

Other Regional Educational Service Centers developing from local initiatives and crystallizing into regional arrangements in those years were:

- CREC - Capitol Region Education Council (centered in Hartford).
- RESCUE - Regional Educational Services Concepts (through) Unified Effort (centered in Bridgewater).
- CES - Cooperative Educational Services (centered in Norwalk, formerly in Darien).
- Project Learn (centered in Madison).
- NARSES - Northeastern Area Regional Special Educational Services (centered in Killingly).

On the infrastructure provided by ACES/ERC and those other five RESCs, the Connecticut SCBP undertook to design and implement a comprehensive statewide dissemination capacity.

AN OVERVIEW OF THE PROJECT

Organizational Structure

The Connecticut SCBP had the following personnel allocations for the 1975-76 year:

	Full-Time Equivalents
Project Director	.5
Director of ERC	.75
Secretary to Project Director	.5
Information Service Specialists (ISSs)	4.0

Although it was originally planned to have the Project Director assigned full time in 1976-77, the first-year personnel allocations have been retained in the second Project year.

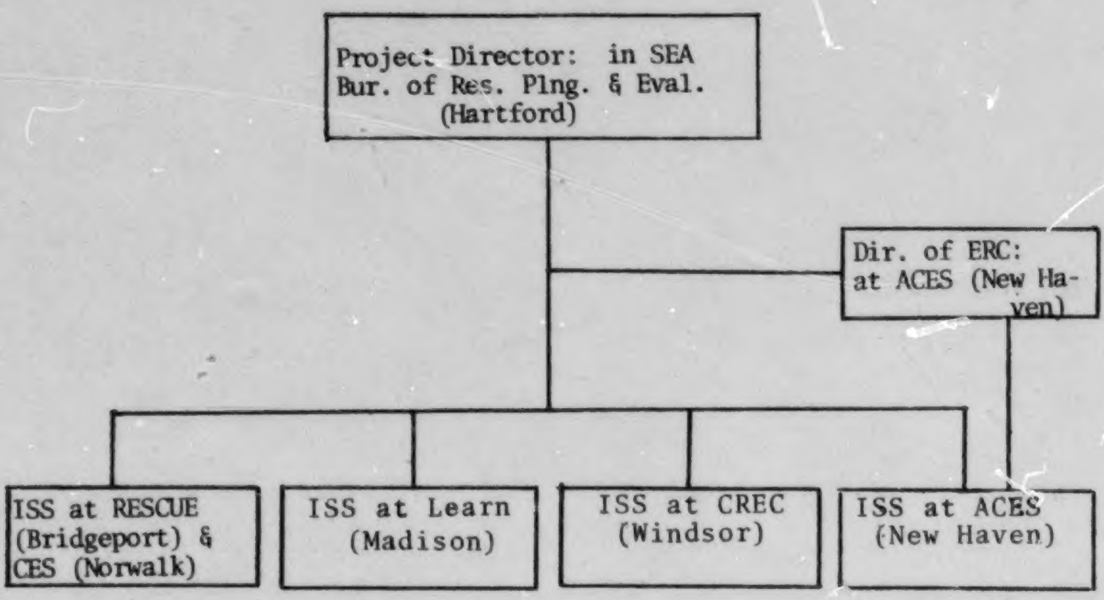
The organizational structure is reflected in Figure 3.2. As has been noted, Regional Educational Services Centers (RESCs) play a major role in dissemination. Original plans were to place a linkage agent at each regional center, but due to budget constraints, just four linkers have been selected, trained, and assigned. Thus, as shown, essential elements of the configuration are:

- Project headquarters in the SEA offices in Hartford.
- A central Educational Resources Center (ERC) housed at ACES in the greater New Haven area.
- Four Information Service Specialists working out of previously established RESCs.

The RESCs are extremely important to the Project's organization. They have developed through voluntary agreements among local school districts. Each RESC has a governing board whose members come from the boards of education of participating

Figure 3.2

Project Organization


Project Director: in SEA
Bur. of Res. Plng. & Eval.
(Hartford)
Dir. of ERC:
at ACES (New Haven)
ISS at RESCUE (Bridgeport) & CES (Norwalk)
ISS at Learn (Madison)
ISS at CREC (Windsor)
ISS at ACES (New Haven)

LEAs. RESCs were originally supported by federal grant funds -- largely Title III -- allocated by the Connecticut SEA; however, they now are primarily financed by membership and contract fees from school districts. Annual budgets of the six RESCs range from $500,000 to $2.5 million. At present there is no state appropriation for their support.

Although the four Project ISSs are totally funded by the NIE capacity building grant, all are employees of the area centers where they are assigned and keep offices. The SCBP Project Director is the coordinator of these linkage agents and holds monthly meetings with them. His responsibility is consultative, not supervisory, in coordinating their work in dissemination.

Goals and Objectives

The basic goal of the Project is "...to design and to implement a comprehensive state-wide dissemination capacity." This goal is specifically associated in the first-year proposal with the primary goal of the SEA: to improve the quality of education in the state and, in so doing, be supportive of effective program development at the local district level. To accomplish this, the Project believes that pertinent information must be available and appropriately used in local districts.

In the Project's first-year proposal it is projected that a five year period will be needed to achieve five major objectives.

1. Including in a single data base all SEA-related program information.
2. Making information consistent in form and easily accessible wherever possible.

3. Establishing a centralized storage/retrieval unit capable of serving information needs state-wide.
4. Developing a linkage system which takes into account local needs assessment, responsive information retrieval, and technical assistance in information utilization.
5. Developing a state-wide system that will be jointly supported by line items in state-administered budgets and in-area educational service center budgets.

The Project proposes to capitalize on readiness for collaboration which is clearly manifest in the development of the inter-district RESCs in the state. The ISSs were selected and trained approximately halfway through the first Project year and quickly assigned to their linkage activities.

The Project rationale is stated in documentation in these words:

> From the outset, we have conceived our course as the SEA* working through local educational agencies to marshal resources that exist and to establish those needed by collaborative effort and support. In this strategy we consider the RESCs as the key delivery component. ...The service capability of the RESCs is not in competition with the SEA. Indeed, because of their close relationship with local school districts, the RESCs are able to offer services not otherwise possible. For this reason, the state education agency is striving to provide them with whatever encouragement and support it can.

Programmatic Changes

No changes in the five basic Project objectives have appeared. Moreover, Project staffing continues as in Figure 2. However, as shown, plans for six Information Service Specialists (ISSs) were changed since budgetary constraints permitted the acquisition of only four of these specialists.

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*We have substituted "SEA" for Connecticut's term "SDE" (State Department of Education").

Although Figure 3.2 shows a hierarchy for Project management, we have noted that the Project Director exercises a consultative rather than an administrative role vis-a-vis the ISSs. More revealing of Project relationships and operating philosophy is the diagram shown in Figure 3.3. To further clarify the Project's operating philosophy, and to indicate the importance of RESC functions, Figure 3.3 was prepared by Project staff. It is an adaptation of the communications network schematic in the IPOD Report. It indicates that the regional centers are essential mediating elements for dissemination in Connecticut. Project personnel make the point that superintendents and other education practitioners in the state often come to the RESC with problems more readily than they will approach the SEA.

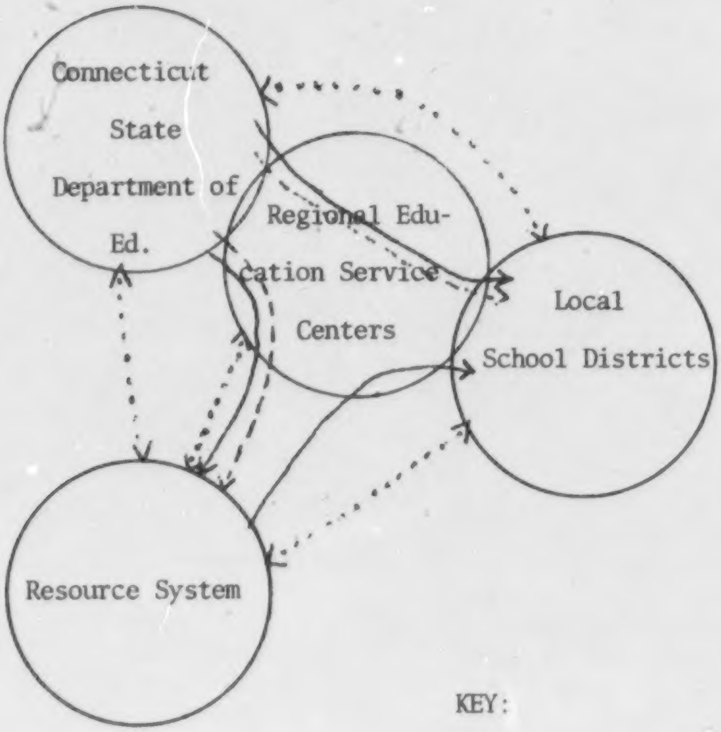
INFORMATION RESOURCES

Resource Base Development

Something of the process of resource base development has been described in the preceding narrative. The Educational Resources Center (ERC) at ACES is the primary central resource base for the Project. However, the ISSs at their respective RESCs are in process of developing, and are encouraged to develop, their own distinctive resources to meet needs of LEAs in their areas. These resources are not all duplicated at ERC. Therefore, the total resource base for the Project must be considered to be the resources of all the RESCs, linked by telecommunications,

Figure 3.3

Dissemination Communication and Relationships


Connecticut State Department of Ed.
Regional Education Service Centers
Local School Districts
Resource System

KEY:

________ Direct Service Linkages

-------- Indirect Service Linkages

.... Informal/Formal Communication

Note: The above represents an adaptation of the Communications Network schematic as presented in the Report and Recommendations of the Interstate Project on Dissemination (IPOD), p. 33.

and with ERC as the central element in this network. Moreover, the Project Director states that the plan to create a data base for all SEA-related program information did not envision that base being physically located at ERC or any other of the RESCs. This plan envisioned a central data base at the SEA in Hartford, while special files of SEA-related program information were to be created and maintained at ERC. Development has proceeded to follow this plan.

The four ISSs assigned to the Project utilize the services of ERC while also developing distinctive resources at their own RESCs. ERC had acquired the ERIC collection with Title III monies and in the 1974-75 school year expanded its services to the entire state of Connecticut. Another Title III grant made the Center a state facilitator of all validated Title III projects.

Three of the Project's five specific objectives are related directly to the resource base:

- All SEA-related program information will be included in a single data base.
- Wherever possible, information will be consistent in form and easily accessible.
- There will be a centralized storage/retrieval unit capable of serving information needs state-wide.

Thus ,much of the leverage of the Project is to be exerted to overcome fragmentation of information and lack of coordination at the SEA and among its various operating personnel. However, building upon capabilities at the regional level that have grown over the past five years, the Project will also attempt to serve state-wide information needs with ERC as the centralized storage/retrieval unit (able also to obtain access to distinctive resources being developed at other RESCs around the state).

When the NIE Project opportunity came along, SEA planners immediately thought of ACES as the natural beginning point, with the SEA acting as coordinator for linking ACES to the other regional centers in the state. At that time, many of ACES's transactions were by phone contacts and the mailing of packets of information. So the second Project priority, after supporting ERC as the site of the centralized storage/retrieval capability, was to establish field agents that could make interpersonal contacts in extending and improving uses of the resource base.

The following major data bases are among those available to ERC users: AIM/ARM; CIJE; COMPENDEX; Exceptional Children Abstracts; Psychological Abstracts; Research in Education; NTIS File; Social Science Citation Index. Also available are more specialized data bases such as: Chemical Abstracts; Chemical Market Abstracts; Bibliography of Agriculture; Electronic Markets Abstracts, and others.

Responding to Client Requests

Several types of client requests can be differentiated in the Connecticut Project:

- Requests from subscribing members of ERC.
- Requests from non-subscribing members of ERC
- Requests received from their clients and processed by the four ISSs (whether drawing on ERC resources or not).

An ERC schema outlines different "classes" and "levels" of subscription services. There are two classes (A & B), defined by the size of pupil enrollment (K-12); three levels (I, II, and III) are differentiated by costs for twelve months and depth and extensiveness of coverage. For example, Level III (highest) provides more duplicate seraches per quarter and unlimited computer printout of abstracts.

A notation regarding Level III subscriptions states:"School systems are strongly encouraged to provide microfiche reader/ printer capability and acquisition of portable microfiche reader(s) for system use. Lack of such equipment will limit efficient use of microfiche and thus curtail depth of output due to hardcopy costs."

For non-subscribing users of its services ERC has established two search formats for response to inquiries. The first format provides computer printouts of abstracts, with a maximum set on numbers of document citations(abstracts at a given cost per search). The second format is a Search-in-Depth where the appropriate files are accessed, "direct-hit" documents are pulled from the Center's microfile, specific excerpts are produced, fugitive materials are reviewed, and an individualized information package is assembled. Beyond computer-printout-of-abstracts costs, this format adds costs for retrieval and transformation time, and for journal article and microfiche duplication.

A recent quarterly report for the Project indiciated that ERC processed in that period 255 search requests (i.e., computer searches, not including "ready reference" and other non-computer responses). During the same three month period the ISSs received a total of 235 requests from their clients; and, in responding, they drew on ERC resources in 93 cases. (The normal procedures for ISS responses will be presented in the section on linkage.)

Products

Products of the Project are basically the products of ERC searches and of the functioning of the ISSs. These have been cited above in the descriptions of search responses for subscribers and non-subscribers. In addition the ERC maintains a "Human Resource System"; this involves consultants who submit information on their skills, education and professional background to the Center so that lists of consultants can be supplied to persons making inquiries. ERC also:

- has assembled special collections to facilitate user access to ERC information sources;
- has abstracted all Title III projects in Connecticut, with supporting documentation on the projects reduced to microfiche;
- has assembled a cross-referenced catalog for statewide use;
- has catalogued and reduced to microfiche all health education curriculum materials used in Connecticut schools;
- maintains a collection of Learning Activity Packages (LAPs) which bring together classroom-tested teaching techniques. (Incentives for teachers to contribute to this file are provided by the rule that for each LAP accepted a teacher receives six in return from the Center.);
- films "fugitive materials" (not currently in national data collections) and reduces them to microfiche;
- submits to the ERIC system local documents with national implication (such as information on Title III programs in Connecticut).

- has prepared packets on "hot" topics.

Additionally, for publicizing purposes, a TV "spot" ad on ERC and its services has been developed and negotiations are underway to place this ad with commerical and educational TV stations.

Priorities

The Connecticut Project, having made considerable progress in the past several years in developing an information resources base, presently stresses "responding to requests" more than development of its resources base. Considering specific aspects of improving response capabilities, the Project places highest priority on:

- Providing responses using a wide array of resources in addition to ERIC
- Providing customized transformations of retrieved information for clients.

Among its top priority goals, the Project sees "coordination of existing information resources" as one of the most difficult goals to achieve.

LINKAGE

Linkage Development

The Project originally proposed (in its first-year grant application) to hire and train six linkage agents (Information Service Specialists - ISSs) who would be trained and assigned full time, under NIE grant funding, to each of the six RESCs in the state. Subsequently, as budget limitations were considered, it was mutually agreed with NIE that only four linkage agents would be hired.

It should be noted that prior to the SCBP grant, concepts and practices of linking educators to information resources were being promulgated by ERC. For example, that Center insists in its service practices that any school district subscribing for services assign a person as linker between ERC and the district. This person learns first-hand about ERC and also serves as an interpreter and translator of school district problems. Moreover, ERC has a program generalist working out of that Center as a linker agent who takes on major responsibilities for reporting periodically on outcomes in Connecticut's 4-district consortium operating with an R & D utilization grant.

However, a major new thrust in linkage was generated in Connecticut with the SCBP grant. Many of ERC's transactions formerly were by phone contact and mailed packets. The four full-time field agents have provided interpersonal contact. Included in the training of the ISSs was a weekend experience in which twenty applicants participated. A number of simulation and group-dynamics techniques were utilized in this training and compatibility of the prospective agents with one another and their abilities to interact with various types of educators were assessed. Subsequently, the selected ISSs spent time at ERC learning about that Center and its functioning, and they also interned at the SEA in Hartford.

Linkage Agents

All the ISSs selected had had experience in education. Otherwise, however, they were of varied backgrounds. Their age range is from 25-45, there are two men and two women. The Project insisted on full-time positions for the ISSs. The RESCs where they are assigned receive the bulk of the NIE grant to cover the ISS's salary, fringe, travel and some supplies. The RESC supplies physical space. Assignments to RESCs are as shown previously in Figure 3.3. The ISSs are building up their own resources in their regional Centers, but some concerns are expressed at the various RESCs whether the ISS functions are to build up ACES/ERC in New Haven or their own Centers. As the quarterly report cited earlier reveals, the ISSs all utilize ERC in responding to some client requests.

The ISSs all interpret their role as a supportive one which attempts to guide educators to finding answers without preempting the functions and prerogatives of these actors making the requests. The approach is to make the requester "feel good" about his own knowledgeability and to make him feel he has solved his own problem. Linkers expressed a need for basic instincts and skills in communication. They try to err on the side of simplicity and not overwhelm the client with terminology and special vocabularies.

A "model" for the normal functioning of the ISS, using ERC as a backup, can be set down as a 5-step process, using "assistance to a school principal" as an example:

1. After needs assessment, a high school principal determines his school should develop a career-training program for learning disabled students.
2. He contacts the ISS in his regional center, seeking information to use in planning.
3. ISS assists the principal in defining his request so that information parameters are clear.
4. ISS then directs a search request to ERC at ACES and receives back relevant program information drawn from various national data banks.
5. Together, ISS and the principal review the information to determine applicability and what additional assistance might be helpful. (e.g., input from SEA specialists may be called for. Or face-to-face contact with selected programs in the state might help. The ISS informs the principal of these resources and helps him to use them.)

Creating Client Awareness

Each ISS was required, in the first six months of his employment, to contact and introduce himself or herself to each school superintendent in the districts that were his/her responsibility. In some cases this initial contact led to follow-up meetings with teachers and principals. In only a few cases were no follow-ups suggested by the district superintendent.

"Invitational sessions at ERC" are cited by the Project Director as a continuing major means of creating client awareness. Selected school districts are invited to send representatives to half-day awareness sessions where ERC staff explain resources and services of the information center, and ISSs describe and illustrate their linkage functions. A second major method of promoting client awareness is through "presentations at statewide conferences." Project staff try to get on programs of professional groups in the state. In a recent reporting quarter, statewide conferences attended by staff, with publicizing presentations made, included the meetings of associations covering such fields as:

- Aging
- Educational Media
- Reading Research
- Law-Related Education
- School Administration
- Boards of Education

The Project views all elementary and secondary educators in the state as its targets. Thus, as one ISS stated it, since all superintendents were contacted, nonusers of services are those educators who have not bothered to "look and see." Moreover, the ISSs do not seem to worry about attempting "equal coverage" for each district or school. They sense a natural gravitation to concentrating on districts (perhaps 25 percent of the total) that request most help and which the ISSs feel they can help the most. However, as a matter of policy the Project publicizes that, regardless of whether a district subscribes for the services of ERC or is involved in problem solving with an ISS, each district in the state is entitled to two free searches (as a part of outreach under the SCBP grant from NIE).

Priorities

In the linkage area, the Connecticut Project views as most important the goal of creating awareness among clients of available information resources and linkage services. Using the personalized linkage staff in the intermediate units (RESCs) is also a high priority goal.

Given the natural growth of the intermediate units and given the current investment in linkers at the intermediate level, the Project views as "most difficult" the achieving of goals which would call for using personalized linkage staff in the SEA and using personsonalized linkage staff in other types of agencies such as teacher centers and institutions of high education.

LEADERSHIP

Project Director

The Project Director is assigned half-time to the Project and is located in the Research, Planning and Evaluation Division of the Connecticut SEA. He is referred to in the SEA as the "Dissemination Coordinator" as well as Project Director of the SCBP.

The Project is attempting to overcome fragmentation and lack of common form in information development and dissemination in the SEA. At the same time, the Project Director is attempting to capitalize on the major thrust of the Project which, in its initial phase, has emphasized collecting resources at and delivering services to LEAs from intermediate (regional) centers which receive no state educational funds.

The Project Director does not supervise the Director of ERC (who is three-quarter-time assigned to the Project), nor does he supervise the full time linkage agents (the ISSs) who are under administrative control of the RESCs where they are assigned. He coordinates the work of the ISSs and holds monthly meetings with them--attended also by staff at ERC such as the literature searchers and the reference librarian. In this functioning, the Project Director attempts to improve overall services to clients by improving communications among those handling client requests. His role is mainly as a consultant who tries not to disrupt or redirect regional energies that have gained considerable momentum.

In his role of Dissemination Coordinator at the SEA the Project Director is Chairman of a Departmental Committee on Dissemination composed of SEA representatives of seven program areas. In this role he attempts to relate the SCBP activities to relevant activities of other educational planners and practitioners.

For example:

- A planner developing a State Plan for Career Education has agreed to seek input from the state dissemination staff.

- As Dissemination Coordinator, the Project Director meets regularly with a departmental committee dealing with a Vocational Education Master Plan--exploring ways in which the state information system, particularly the ISSs, can assist LEAs in developing the vocational education plans now required of them by the State Board.

In other problem areas, the Project Director gravitates more toward work with the Director of ERC and the ISSs. For example, each LEA must also establish a teacher evaluation program and ERC is establishing a special file on teacher evaluation, which is to include documentation of certain exemplary programs within the state. The Project Director works closely with the Director of ERC to develop access procedures and to publicize this information resource statewide.

Evaluation

Connecticut's Project Director expressed a keen interest in evaluation and indicated that considerable effort is being expended already on evaluation. The Director of ERC advocated incorporating action research into the long-term NIE evaluation process. He felt that the evaluation design should not be limited to asking the same short-range questions regarding performance year after year. Instead, he felt designs should be structured to enable the evaluation process to develop knowledge relevant to recurring difficult questions, like "What gets people to adopt problem solving behavior?" The Director of ERC also indicated that his Center has surveyed information centers around the country and has data at hand from this survey into the common and unique characteristics of centers.

The Project has been collecting a large amount of evaluation data. Among the evaluation data collection activities undertaken by the Project are:

- Obtaining feedback (via mailed form) from clients receiving a response to a literature search request at ERC. The form is sent two weeks after the response package and an 87 percent return rate has been achieved.
- Obtaining responses to a mailed form querying users about the services provided them by the ISS working out of ERC. (This is a pilot effort; and a copy of this linker's activity log accompanies the feedback form to refresh the respondent's memory.)
- Maintaining logs of the activities of the ISSs, with analysis performed on the logs of the ISS working out of ERC to identify actual skills being used.
- Performing in-depth interviews with a sample of users of ERC's products and services.

Other evaluation activities at ERC have concentrated on effects of diffusion and R&D utilization (activities funded under other grants than the SCBP).

Priorities

Broad priority goals of Project leadership are to "gain support for the dissemination project" and to "integrate the SCBP with other dissemination." These leadership goals are ranked above all other goals -- that is, ahead of goals specifically related to information resources and linkage. Moreover, the broad goal of "gaining support" is ranked most difficult to achieve.

Specific goals of leadership given highest priority in importance are:

- Promoting an agencywide policy recognizing dissemination as a major SEA function.
- Involving high SEA officials in the development of a dissemination system.
- Analyzing dissemination resources and activities in the SEA.

Viewed as most difficult goals to achieve are supporting dissemination services solely through state resources or through LEA/client resources. The SEA and the area centers are operating under severe budget limitations.

OBSERVATIONS

The Connecticut Project has clear and obvious strengths in the far-reaching and sophisticated information services that have developed in the state's regional educational services centers. Furthermore, these Centers, growing from local grass-roots interest and support--including local financial support--are the natural stimulators and mediators of educational problem solving in the state. The Project has placed much of its grant funds into reinforcing this strength to enhance dissemination among educators throughout the state.

The dilemma of the Project is in building on historical strength while also attempting to influence positively the functioning of the SEA--an agency which can be considered understaffed, and which has been, historically, a "quiet partner" and "responsive rather than assertive" in the state educational enterprise. The state provides no tax funds for the operations of the RESCs; however, the Project has funded with the NIE grant four full-time linkage agents and a 3/4-time Information Center Director--delegating these funds to the RESCs where the respective personnel are assigned.

Yet, the first two of the five stated primary goals of the Project (set down in the grant proposal) are clearly addressed to changes in the SEA, namely

- Including in a single data base all SEA-related program information.
- Making information consistent in form and easily accessible wherever possible.

Also, the priority objectives of the Project identified during the site visit emphasize the perceived importance of the SEA focus for changes.

The Project Director states that these goals refer to desired changes in the SEA, where program information has been fragmented and variable in quality and where, across departments, information has existed in many different forms. The Project Director states that plans call for the "single data base of SEA-related program information" to be developed at SEA headquarters in Hartford, with special files of this data base created and maintained at ERC in New Haven. Also, many of the activities of the Project Director--who is designated "Dissemination Coordinator" at the SEA--are designed, through committees and other coordinative methods, to involve SEA personnel in integrated actions of dissemination and to overcome insulation among SEA personnel.

It seems too much to ask this Project to completely change the functioning of the Connecticut SEA as the current educational funding situation does little to promote such a change. Interestingly, while some State Capacity Building Projects can be criticized for limiting their efforts to influencing changes in an SEA and tending to overlook broader statewide changes in dissemination, the Connecticut Project is thinking, first, of a comprehensive statewide dissemination capacity. It has many characteristics and conditions which make progress toward improved statewide dissemination capacity more readily attainable than progress toward coordinated, comprehensive dissemination capacity in the SEA.

It will be hard to fault the approach adopted by the Connecticut Project if even minimal changes toward greater coordinated involvement in dissemination are achieved at the SEA, while, concurrently, the energies for educational problem solving already emanating from the state's regional centers are reinforced. The challenge for the Project is how to make activities of statewide capacity building influence positively the functioning and involvment in dissemination of the SEA and its personnel. This will probably require concentrating SCBP grant funds on SEA functions and expecting greate LEA support of the area services.

DOVER
Georgetown

1977

4

DELAWARE
PROJECT DAIRE

CONTEXT

Significant State Characteristics

A number of historical conditions and current features of the State of Delaware provide a backdrop to describing and understanding DAIRE -- Delaware Application of Information and Research in Education -- which is the state's capacity building dissemination project.

Delaware is, geographically, the second smallest of the 50 states. In population, it ranks fourth smallest. There is only one city -- Wilmington -- of over 15,000 population,and that city has a population of approximately 100,000. More than two-thirds of the state's population live in cities; the other third make their homes in rural areas. The state contains only 3 counties and 26 school districts. The SEA is located in Delaware's state capital, Dover, a city of only 7,500 persons.

Delaware does not have intermediate units (IUs). However, thought is being given to linking up with the five Special Education centers in the state and utilizing them as intermediate units. Delaware has one university, the University of Delaware, and one state college, Delaware State College.

The State Education Agency

The Delaware State Board of Education has seven members. Six are appointed by the Governor to three-year terms; the seventh, the president, serves at the pleasure of the Governor. The Department of Public Instruction, headed by the Superintendent of Public Instruction, administers the public school system. The Superintendent is appointed by the Board of Education. There are 75 professionals in the SEA. The State organizational structure for education is presented in Figure 4.1.

Prior Dissemination Efforts

In place before the NIE grant award was the Information Search and Retrieval Unit (ISRU), which is now the basic information resources component of the DAIRE project. ISRU is located at the library of Delaware State College. A needs assessment, entitled Delaware Educational Assessment Program (DEAP), was also conducted prior to the establishment of Project DAIRE. The results of this needs assessment have become a part of the DAIRE data base.

AN OVERVIEW OF THE PROJECT

Organizational Structure

DAIRE is administered through the Planning, Research and Evaluation division (PRE) of the Department of Public Instruction. The State Director of PRE is the DAIRE Project Director. The ISRU -- the central information resources unit -- has been established at the library of Delaware State College in Dover, staffed with NIE funds by a full-time Information Specialist and a full-time assistant providing clerical support. One Field Agent is also federally funded full time for the project.

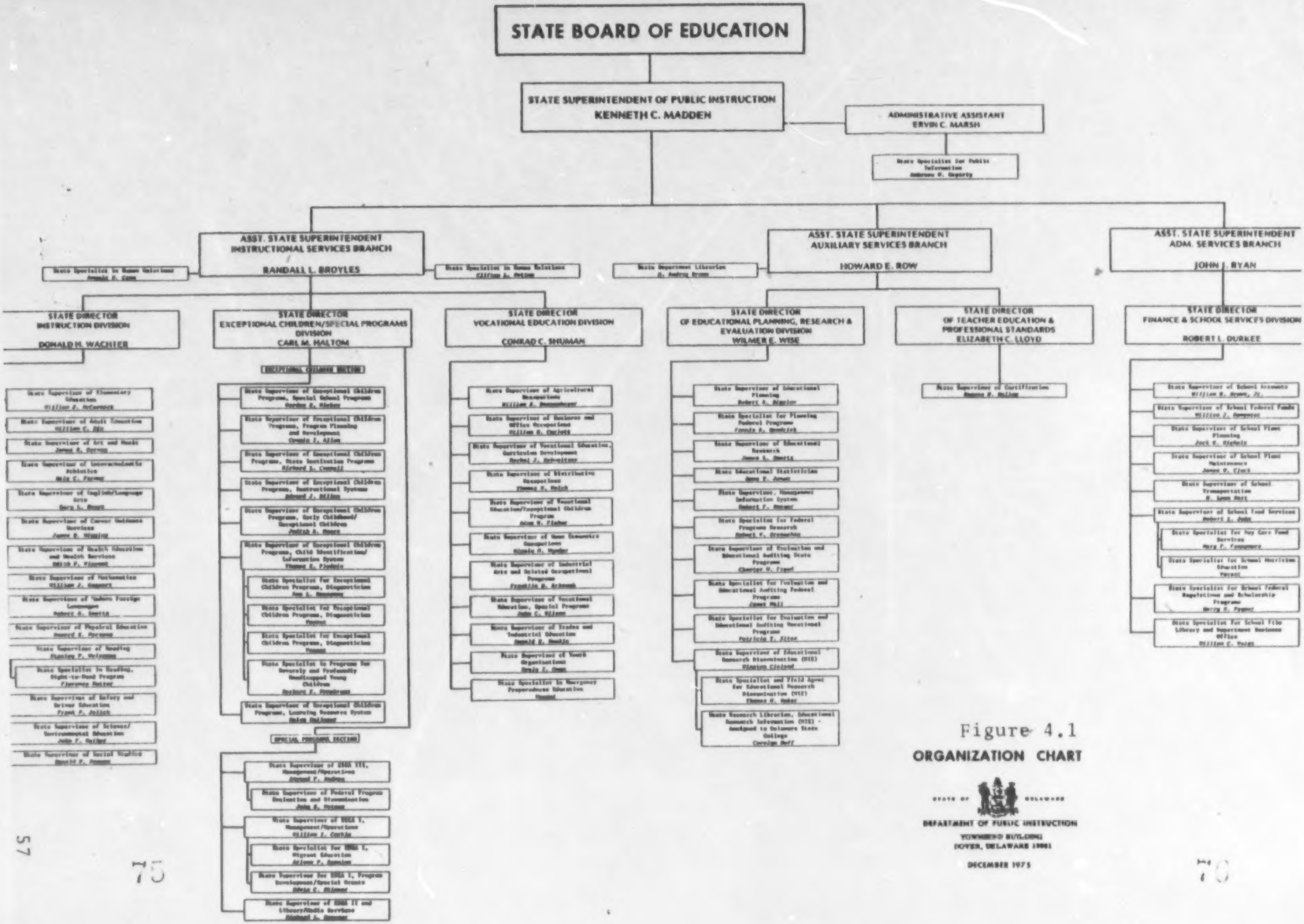

STATE BOARD OF EDUCATION
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
KENNETH C. MADDEN
ADMINISTRATIVE ASSISTANT
ERVIN C. MARSH
State Specialist for Public Information
ASST. STATE SUPERINTENDENT
INSTRUCTIONAL SERVICES BRANCH
RANDALL L. BROYLES
State Specialist in Human Relations
State Specialist in Human Relations
ASST. STATE SUPERINTENDENT
AUXILIARY SERVICES BRANCH
HOWARD E. ROW
State Department Librarian
ASST. STATE SUPERINTENDENT
ADM. SERVICES BRANCH
JOHN J. RYAN
STATE DIRECTOR
INSTRUCTION DIVISION
DONALD H. WACHTER
STATE DIRECTOR
EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION
CARL M. HALTOM
STATE DIRECTOR
VOCATIONAL EDUCATION DIVISION
CONRAD C. SHUMAN
STATE DIRECTOR
OF EDUCATIONAL PLANNING, RESEARCH & EVALUATION DIVISION
WILMER E. WISE
STATE DIRECTOR
OF TEACHER EDUCATION & PROFESSIONAL STANDARDS
ELIZABETH C. LLOYD
STATE DIRECTOR
FINANCE & SCHOOL SERVICES DIVISION
ROBERT L. DURKEE
State Supervisor of Elementary Education
State Supervisor of Adult Education
State Supervisor of Art and Music
State Supervisor of Interscholastic Athletics
State Supervisor of English/Language Arts
State Supervisor of Career Guidance Services
State Supervisor of Health Education and Health Services
State Supervisor of Mathematics
State Supervisor of Modern Foreign Languages
State Supervisor of Physical Education
State Supervisor of Reading
State Specialist in Reading, Right-to-Read Program
State Supervisor of Safety and Driver Education
State Supervisor of Science/Environmental Education
State Supervisor of Social Studies
EXCEPTIONAL CHILDREN SECTION
State Supervisor of Exceptional Children Programs, Special School Programs
State Supervisor of Exceptional Children Programs, Program Planning and Development
State Supervisor of Exceptional Children Programs, State Institution Programs
State Supervisor of Exceptional Children Programs, Instructional Systems
State Supervisor of Exceptional Children Programs, Early Childhood/Exceptional Children
State Supervisor of Exceptional Children Programs, Child Identification/Information System
State Specialist for Exceptional Children Programs, Diagnostician
State Specialist for Exceptional Children Programs, Diagnostician
Vacant
State Specialist for Exceptional Children Programs, Diagnostician
Vacant
State Specialist in Programs for Severely and Profoundly Handicapped Young Children
State Supervisor of Exceptional Children Programs, Learning Resource System
SPECIAL PROGRAMS SECTION
State Supervisor of ESEA III, Management/Operations
State Supervisor of Federal Program Evaluation and Dissemination
State Supervisor of ESEA I, Management/Operations
State Specialist for ESEA I, Migrant Education
State Supervisor for ESEA I, Program Development/Special Grants
State Supervisor of ESEA II and Library/Media Services
State Supervisor of Agricultural Occupations
State Supervisor of Business and Office Occupations
State Supervisor of Vocational Education, Curriculum Development
State Supervisor of Distributive Occupations
State Supervisor of Vocational Education/Exceptional Children Program
State Supervisor of Home Economics Occupations
State Supervisor of Industrial Arts and Related Occupational Programs
State Supervisor of Vocational Education, Special Programs
State Supervisor of Trades and Industrial Education
State Supervisor of Youth Organizations
State Specialist in Emergency Preparedness Education
Vacant
State Supervisor of Educational Planning
State Specialist for Planning Federal Programs
State Supervisor of Educational Research
State Educational Statistician
State Supervisor, Management Information System
State Specialist for Federal Programs Research
State Supervisor of Evaluation and Educational Auditing State Programs
State Specialist for Evaluation and Educational Auditing Federal Programs
State Specialist for Evaluation and Educational Auditing Vocational Programs
State Supervisor of Educational Research Dissemination (RIE)
State Specialist and Field Agent for Educational Research Dissemination (RIE)
State Research Librarian, Educational Research Information (RIE) - Assigned to Delaware State College
State Supervisor of Certification
State Supervisor of School Accounts
State Supervisor of School Federal Funds
State Supervisor of School Plant Planning
State Supervisor of School Plant Maintenance
State Supervisor of School Transportation
State Supervisor of School Food Services
State Specialist for Day Care Food Services
State Specialist for School Nutrition Education
Vacant
State Specialist for School Federal Regulations and Scholarship Programs
State Specialist for School File Library and Department Business Office
William C. Voigt

Figure 4.1

ORGANIZATION CHART

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
TOWNSEND BUILDING
DOVER, DELAWARE 19901

DECEMBER 1975

A specialist in evaluation (Federal Programs) has been assigned quarter time to the DAIRE project. Moreover, the Supervisor of Evaluation of State Programs at DPI is acting as Project Coordinator (although he remains 100 percent state funded in his role). In physical location, DAIRE has two major sites: the Townsend Building in Dover, where DAIRE administration is headquartered (and PRE and DPI offices are located), and the library of Delaware State College, where the ISRU is located. Figure 4.2 diagrams DAIRE's project organization.

Goals and Objectives

The overall goal of the project, stated in its first-year proposal, was to develop a coordinated and comprehensive educational information system whereby a wide range of information resources is made available and assistance is provided to clients to utilize the information provided. The intent stated for the second year was to strengthen the coordinated effort begun in the first year to provide Delaware educators with full access to educational knowledge and further to provide in-depth assistance to educational practitioners in the utilization and application of knowledge to improve educational opportunity of youngsters throughout the State.

For both years five major objectives were developed. Figure 4.3 summarizes, by component, the first and second year objectives for the project. In both years a two level configuration for dissemination has been pursued. Level I provides "the capability of search and retrieval on educational practices and products with the field agent acting as an interface between the ISRU and the client when feasible." Level II provides for in-depth dissemination support services to school districts in the selection, implementation, and

Figure 4.2

DELAWARE DISSEMINATION NETWORK - STRUCTURE AND FUNCTION

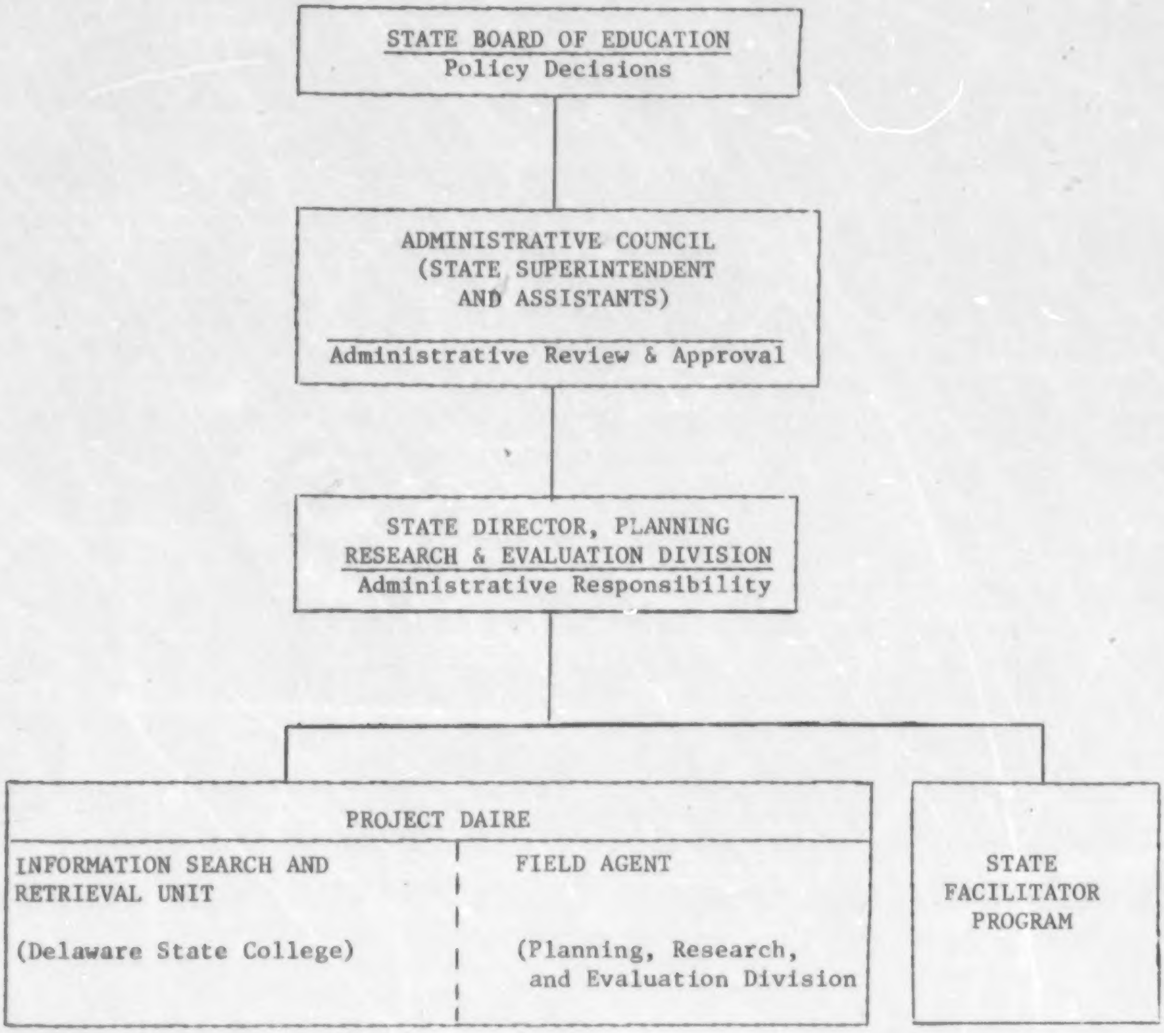

STATE BOARD OF EDUCATION
Policy Decisions
ADMINISTRATIVE COUNCIL
(STATE SUPERINTENDENT
AND ASSISTANTS)
Administrative Review & Approval
STATE DIRECTOR, PLANNING
RESEARCH & EVALUATION DIVISION
Administrative Responsibility
PROJECT DAIRE
INFORMATION SEARCH AND
RETRIEVAL UNIT
(Delaware State College)
FIELD AGENT
(Planning, Research,
and Evaluation Division
STATE
FACILITATOR
PROGRAM

Figure 4.3 MATRIX LISTING OBJECTIVES BY COMPONENTS FOR DELAWARE

Component	Year 1 Objectives	Year 2 Objectives
INFORMATION RESOURCES	Develop and maintain a search and retrieval unit at Delaware State College	Expand Information Search and Retrieval Unit at Delaware State College
LINKAGE	Provide field agents to train and assist school district personnel to become more proficient in utilizing education information to solve local problems. Provide in-depth "corrective action" assistance to selected local schools in their efforts to implement improvements. Provide field agents to assist educators generally in locating and using information.	Continue to provide field agents to train and assist school district personnel to become more proficient in utilizing education information to solve local problems. Provide in-depth "corrective action" assistance to four to six target school districts. Continue to provide field agents to assist educators generally in locating and using information.
LEADERSHIP	Develop a system for establishing and coordinating linkages between existing resources and clients.	Continue development of a system for establishing and coordinating linkages between existing resources and clients.

adoption of promising practices and products. This level of dissemination, relying extensively on information provided by the ISRU, also requires intensive field agent activities.

Programmatic Changes

The two-level configuration has been maintained from year 1 to year 2. However, at a more detailed level a number of changes are being identified. In the first formal objective, wording referring to "establishing and coordinating linkages between existing resources and clients/adopters" now speaks of "utilizing established linkages between existing resources and clients." This change is not simply a matter of progression to utilizing linkages established last year by DAIRE but indicates discoveries of activities by other agencies, and of expressed preferences in school districts.

In the wording of the second major objective, regarding the establishment and functioning of the ISRU, a shift from "development" to "improvement" has occurred. DAIRE states a foreseen problem as: how the ISRU can cope with success. The number and scope of search requests has risen steadily. This has necessitated ISRU procedural changes to accommodate client "turnaround" time constraints.

INFORMATION RESOURCES

Resource Base Development

The basic information resources component for the DAIRE project is the Information Search and Retrieval Unit (ISRU). It is located at the library of Delaware State College in Dover and contains the only ERIC collection in the state. DIALOG is used to access ERIC and other files. Manual searches are also performed. The ISRU has a "memory" in that a copy of each response package is kept on file.

In considering a specific request, four types of resources are utilized:

1. The ISRU collection. (The relevant DPI department person is also cued to the problem being examined.)
2. Possible resources in the university library and in NIE and OE libraries.
3. Person-contacts and department contacts at DPI. (This is viewed as having great potential but has not been fully tapped.)
4. Regional networks, Research and Information Service for Educators (RISE) and the ERIC Clearinghouses.

Monthly reports indicate institutions and persons used (but not the numbers of times used) in meeting requests. Although the ISRU has communication with the University of Delaware School of Education, their contacts are mainly to serve professionals there and not to use them as resources. There are good contacts with the junior colleges in the state, but again, there is a lack of help from them as resources -- and a lack of any systematic network for knowing "what's out there."

Products

In addition to the customized response packages, products developed by ISRU and DAIRE include:

- DAIRE Supplemental Catalog of Agencies/Services (listing 42 sources).

- A DAIRE publicizing brochure.
- A bulletin "What's Happening in Education," designed to give educators in Delaware "an update of current trends and issues in education," notices of available materials, and a means of ordering these materials.
- IDEA packages, developed by the SEA Specialist in Evaluation (Federal Programs) assigned part-time to DAIRE. Packages are now nine in number.
- Special Topic Packages, similar to the IDEA Packages have also been developed. One deals with competency-based education; a second deals with desegregation.

Figures on fiche read on the ISRU site by month show a quantum jump following the initiation of the awareness program: from less than 80 in November and December of 1975 to almost 200 in January 1976, approximately 120 in February and over 200 in March. It appears that client requests have increased as a result of the awareness program.

Responding to Client Requests

A typical response at ISRU is to an individual request, usually received by phone. A form is filled out which identifies the client, purpose of the search, the problem, and records other pertinent information. A decision is made on how best to respond, given considerations of time, staff and appropriateness. At times, referrals can be made on content questions.

Negotiation with the requester determines client needs and wants. Considering the sources and resources cited in the previous section, ISRU prepares a customized response package. (The Information Specialist has many reservations on how much general-purpose packages can really be of help.)

Estimates are that average turnaround time in response is three to four weeks, and costs are $10 - $12 per average search. An "emergency response" can be prepared much more quickly and may be accomplished in one day.

DAIRE staff note certain patterns in requesters. They note that principals would tend to call an SEA person like the State Mathematics Supervisor for assistance, while teachers would tend to go through their principal and then the district level to make a contact for help. Thus, the Information Specialist reports fewer requests directly from teachers, with most requests coming from the district level. However, requests often come from groups of teachers or from heads of committees or task forces addressing particular problems (and possibly coordinating their request through the district level). For each request, the appropriate department at DPI is notified that such a request came in and is asked to provide input through a three-part form. Moreover, as a part of the response process, ISRU is trying to inform requesters of ongoing work and relevant persons at DPI.

Priorities

DAIRE staff presently place a high priority on responding to requests through ISRU. They also stress improving turnaround time. Other functions viewed as highly important at present are:

coordinating existing information resources; procuring ERIC resources and providing responses based on ERIC; and providing responses using a wide array of resources in addition to ERIC. All three of these priority items are also viewed as difficult to achieve this year.

Linkage Development

As has been noted, there are no intermediate units in the Delaware system. Therefore, DAIRE established the ISRU as the one centralized resource unit. The picture of disseminatiom in Delaware reveals neither established nor potential intermediate units for dissemination nor the need for such. However, plans include working with and through the Special Education centers and programs -- in four or five areas -- of the state. Plans are to train part-time personalized linkers -- perhaps retired teachers -- in each Special Eudcation region.

A desire is also expressed to train in-house (DPI) people as linkers, especially the 14 subject matter specialists who can be considered "potential linkers." It is felt that considerable retraining would be required to properly reorient these otherwise highly skilled people in the philosophy and outreach skills of the dissemination project. Otherwise, the Field Agent and other DAIRE personnel housed at the Townsend Bulding feel thay have good linkage with the SEA staff downstairs, and requests are often received from Vocational Education, Special Education, and from the Instruction Division.

Evidence of nonpersonalized linkages fostered by DAIRE appears in project recordings of accomplishments in FY 76. Instead of developing a new comprehensive catalog of resources, a "DAIRE Supplemental Catalog of Agencies/Services" was prepared (so that United Way, Du Pont, Health Department, etc. efforts would not be duplicated). This catalog outlines linkages with other state agencies having search and retrieval capabilities. DAIRE also reports that linkages have been formed with the other centers and computer search services, including RISE and the National Diffusion Network. The Information Specialist and her secretary have received training on DIALOG and attended an ERIC indexing conference.

Linkage Agents

The linkage component of the DAIRE project is provided, basically, by the single Field Agent, who works full time out of SEA offices. This agent concentrates on Level II activities -- in-depth assistance to selected districts -- but also provides general assistance to educators in utilizing the ISRU and the DAIRE project as a whole. All of this work is highly personalized. As such, it is a natural extension of the style and manner of relationships in the state's educational community. In effect, all linkage activity in the state can be said to be personalized. Recall that the shift in the first formal project objective in FY 77 was toward utilizing established linkages (not interposing new ones, or creating linkages for more specialized purposes) to account for the state milieu of small school districts and non-specialized administrators filling many different roles.

The Field Agent is looked upon as the interpreter of materials for teachers and administrators. A summary listing by DAIRE of accomplishments against objectives during one project quarter provides an overview of the range of activities of this Field Agent:

- One new Level II district selected for possible corrective action activities.
- Meetings held with the 3 Level II districts from FY 76 to review progress and plan for future activities. Inservice sessions for FY 77 tentatively planned. Shift in emphasis of curriculum made in one district.
- Field Agent assisted 2 of the Level II districts in selection of curriculum materials and alternatives for school year 76-77.
- Linkage established with SEA content supervisor for purpose of preparing alternative solutions for one Level II district.
- Schedule developed for on-site assistance to one Level II district to assist in implementation of new programming. Tentative inservice and corrective action timeliness established for remaining 2 districts.
- Field visits made by Field Agent to interpret searches for clients at LEA level.

Criteria for selecting districts for Level II help are listed by DAIRE as:

- Demographic and/or geographic distribution (thus, "representativeness" in state coverage is sought).
- District willingness to cooperate.

3. Demonstrated need (one or more of the below)
    - DEAP data
    - Changing pupil population
    - DPI school evaluations
    - Administrative mechanism available in LEA for linking with project services.

Initially a list of five districts was prepared and three were approached in fiscal 1976. A Memorandum of Agreement between DAIRE and the LEA is prepared and signed as each Level II relationship is established. Varied characteristics of the first three Level II districts are:

- A large (area) rural school district at the southern end of the state.
- A semi-rural district in the center of the state.
- A small suburban-industrial community in the northern end of the state.

Problems are jointly decided upon, but with major impetus coming from the district. A major effort of the Field Agent is to try, as an interpreter, to get people to use what exists. A major long-range desire is to leave a self-problem-solving residual in the districts served. A major problem has been getting principal administrators to become involved. Problems addressed may or may not be resultants of the DEAP statewide needs assessment effort. But in whatever district the Field Agent works, DEAP data on the pupils there are relevant.

A contact person is identified and agreed upon in each Level II district. The Field Agent also spells out, and obtains agreement on, responsibilities of various persons in the district involved in a Level II effort. Envisioning the proliferation of field agents to extend such functioning in the future, the DAIRE Field Agent would prefer to see volunteer retired teachers, with some orientation and training, mobilized for this work.

Creating Client Awareness

All DAIRE linkage activities emphasize creating awareness among clients of available services. The preceding two sections adequately cover this topic.

Priorities

The broad "linkage" goal of "using a personalized linkage system to provide clients with information and incentives resources" was considered by Daire personnel to be among the five most important objectives of the project. Here too, as with the resources component, use of the system was given priority over its development. Emphasis, in importance, was also given to:

- Creating client awareness of available linkage services and of available information resources; and
- Assisting clients in seeking information from the Information Resources System.

Given the DAIRE emphasis on Level II activities, as might be expected, high priority was also given to:

- Assisting selected school districts to implement new curricula to ameliorate specific problems.

Creating awareness -- of linkage services and of information resources -- was viewed as among the most difficult objectives for DAIRE to achieve.

LEADERSHIP

Project Director

DAIRE's Project Director has been a State Department employee for twelve years; he has served as Director of Planning, Research, and Evaluation for the entire time. This job requires his involvement in and knowledge about all department activities.

The Project Director feels that the basic thrust of DAIRE should be concentration on Level II problem solving, based on needs assessment data. He feels that the project should definitely be slanted toward such problem solving activities -- and thus have continuity with the DEAP efforts begun five or six years ago. He notes that most divisions and sections of the SEA have been involved in dissemination to the LEA's,and his philosophy is to try to coordinate these efforts. Each section is being asked to assign a person to act as a liaison on DIARE, and a committee of these persons has been established.

An Advisory Committee has been formed and has provided helpful input and guidance on all aspects of the development of Project DAIRE. Membership represents a cross-section of the educational community in Delaware and includes:

- a local district superintendent,
- a principal,
- a LEA curriculum administrator,
- a teacher,
- Academic Dean of Delaware State College,
- Associate Dean, College of Education, University of Delaware,

- a campus director of Delaware Technical and Community College,
- Superintendent of the Wilmington Diocese,
- a representative from Research for Better Schools.

Planning and Coordination

The DAIRE project helps facilitate developmental work of others in the SEA -- the work of curriculum developers, for example. But it was perceived quite early that the project staff, the Field Agent, and the Specialist in Evaluation assigned quarter time, having backgrounds (in science curriculum development) like many of the other SEA people, became too involved in these content areas with other SEA staff. So an effort has been made to foster "linkage" between DAIRE staff and other SEA staff.

The definition of dissemination used by the project is one which emphasizes two-way transactions and the development of awareness and search and problem-solving behavior. However, the Project Director stated a major problem of definition which he feels is not clarified by NIE or other federal directives. That is the problem of operationalizing "Capacity Building." He said: "You have to make your own definition and hope you're on target."

Evaluation

The DAIRE project has maintained documentation of both its Level I and Level II activities. It utilizes a requester feedback form and estimates that, presently, about one-half of requesters return this form. A questionnaire sent to ISRU clients has been distributed to obtain further information on the perceived relevance and impact of DAIRE services.

But from the beginning, DAIRE has proceeded on the assumption that evaluation would come from outside the local project. The Project Director feels they are ready, with data and procedures, to cooperate with such an effort.

Evaluation thus far concentrates on users, identified by the Project Director with the two major concerns in Delaware education as stated in SEA policy: (1) desegregation, and (2) competency-based education. The priorities in dissemination of DAIRE relate to statewide educational policies. There is no movement as yet to reach nonusers except through publicizing; that is, no research into nonusers has been undertaken. Publicizing takes the form of:

- Committees,
- Newsletters,
- Business cards,
- Trying to tie in to statewide conferences and meetings on education.

The Project Director estimates a 60/40 ratio of repeat users/new users. He feels that knowledge of dissemination and DAIRE at the top SEA level is good regarding the Level I activity but limited with regard to Level II. However, he says DAIRE is not trying to publicize Level II now because of fears the demand could not be met.

Priorities

The DAIRE effort concentrates on promoting awareness of available resources and promoting and instilling problem-solving behavior at the local level through concentrated help, basically of interpretation, with selected districts and sites.

The Project Director gave highest priority on important objectives in leadership to "promoting the use of a common definition of dissemination," thereby indicating his concern for problems of definitions. Promoting an agencywide policy recognizing dissemination as a major SEA function and involving high-level SEA dissemination officials in the development of a dissemination system were also viewed as important at present.

OBSERVATIONS

Given its antecedents and existing structural and resource situations, the Delaware project provides interesting insight into a configuration "natural" to a small state and problems endemic to such a configuration.

The Project Director said: "We had to start by establishing the ISRU. Now we're trying to publicize, very basically, its resources and services." He viewed funding as a primary problem and saw little chance for full state monies in the near future. The aim of DAIRE was to become operational as quickly as possible and provide good services. Hence, the current stress on serving as well as possible with what is now in place.

The situation of a state with small school districts and local administrators "wearing many hats" -- that is, the milieu of non-specialization -- is both a strength and a source of problems. Thus, this situation enhances possibilities for personalized linkages and dissemination relationships -- highly prized in most literature on dissemination. But, as the Project Director notes: "There is no one role at the district level to represent dissemination activities."

And he adds: "It might be nice to have such disciples out there." The Field Agent looks to creating such disciples through part-time volunteers, preferably retired teachers.

Overall, considering priority steps for future growth and improvement of the project, the Project Director focused on training needs. At present, he was thinking primarily of training for inhouse SEA personnel who could serve as linkers, specifically curriculum developers and federal program coordinators. He says there is a need for training to get their people to think of themselves as linkers, who know project resources and functions and are able to enter into awareness-promoting and problem-solving relationships with local clients. In this same vein, the Field Agent was laying plans to train part-time linkers in each Special Education region of the state. These Special Education units and settings are viewed as the first echelon of intermediate units identified for the future system of dissemination in Delaware.

1977

5

THE ILLINOIS RESOURCE & DISSEMINATION NETWORK

CONTEXT

Significant State Characteristics

To understand the route taken by the Illinois State Capacity Building Project, the Illinois Resource and Dissemination Network (IRDN), special recognition must be given to the state's significant characteristics.

The population of Illinois places the state fourth in population rankings while being only twenty-fourth in area. Although this population density is relatively high, a large proportion of the population lives in and around Cook County (Chicago) and in lesser urban areas, leaving much of the state predominately rural. Thus, the Illinois SEA is forced to address problems unique to both urban and rural areas. Further, Illinois has a substantial Spanish-surname population, adding the need for bilingual education to the other difficulties. That there are over 1,000 LEAs with an approximate total of 2,622,000 students adds further complexity to SEA tasks.

The State Education Agency

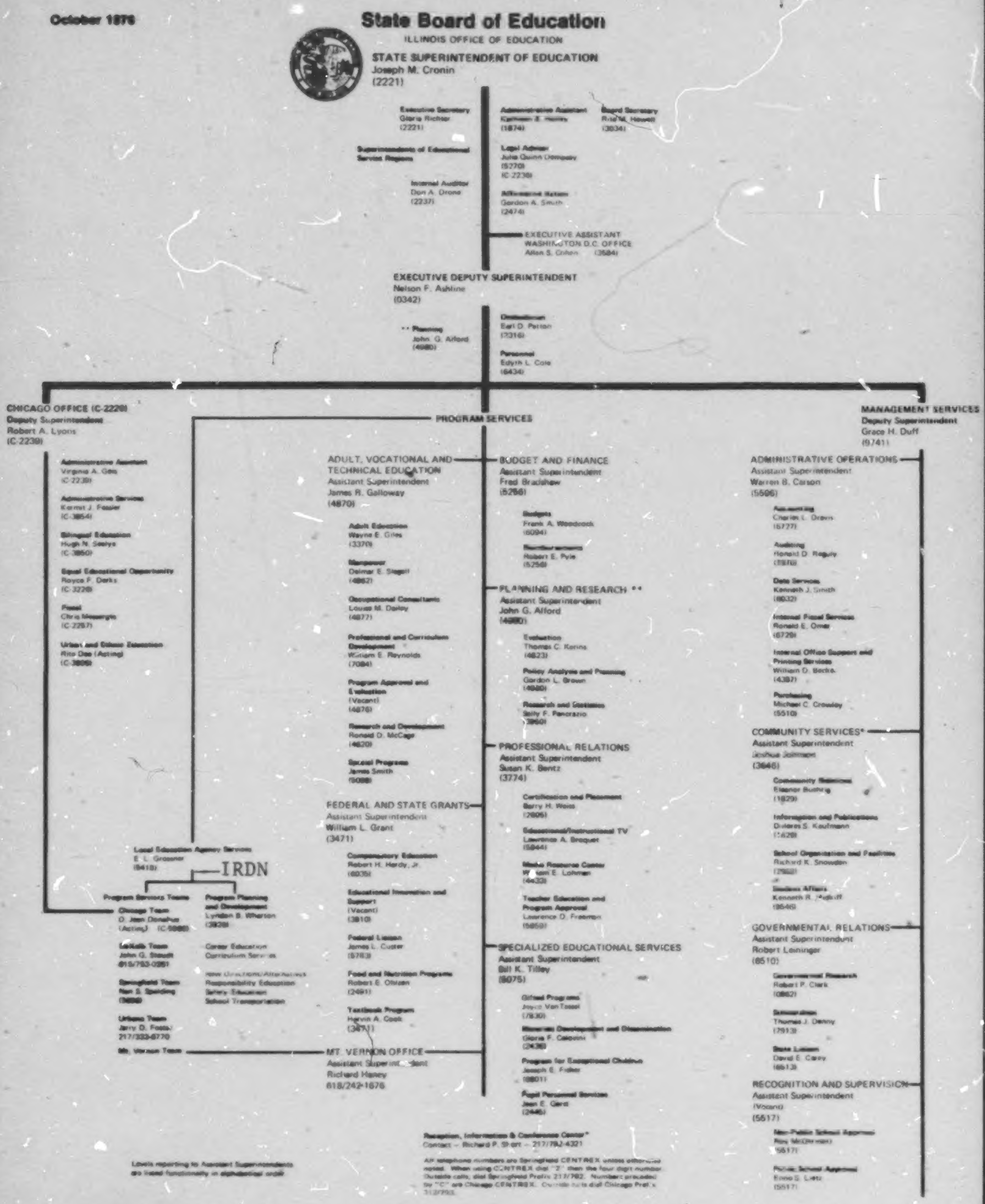
The Illinois Office of Education has undergone major reorganizations recently, beginning with a shift from an elected

Superintendent of Public Instruction to the appointment of a State Board of Education on January 13, 1975, followed shortly by the appointment of Dr. Joseph M. Cronin as Superintendent of Education. The accompanying personnel changes and policy shifts have provided a fairly unique opportunity to establish a comprehensive dissemination system.

The organizational chart presented in Figure 5.1 illustrates the current structure for the SEA and the location of IRDN within it. The 1,010 people employed in the SEA include about 500 funded by the state, with the others receiving partial or full funding from other sources. Among the SEA personnel, approximately 500 are professional staff. Beyond staffing changes, reorganization efforts have led to the decentralization of SEA personnel and functions into five regional Program Service Teams (PSTs) and the incorporation of Vocational Technical Education under the State Board of Education.

The complexities resulting from the demographic problems discussed above and the opportunities presented by reorganization have led to an emphasis on long range planning efforts and on an LEA-service (as opposed to regulation) orientation by the SEA in general, and by IRDN in particular. In addition, the SEA is especially concerned with the unique problems stemming from the need to provide equal educational opportunities to all students, while providing special services to meet the unique needs of students in the urban and rural LEAs in the state.

Figure 5.1


October 1976
State Board of Education
ILLINOIS OFFICE OF EDUCATION
STATE SUPERINTENDENT OF EDUCATION
Joseph M. Cronin
(2221)
Executive Secretary
Gloria Richter
(2221)
Administrative Assistant
Kathleen E. Hanley
(1874)
Board Secretary
Rita M. Howell
(3034)
Superintendents of Educational Service Regions
Legal Advisor
Julie Quinn Dempsey
(5270)
(C-2230)
Internal Auditor
Don A. Drone
(2237)
Affirmative Action
Gordon A. Smith
(2474)
EXECUTIVE ASSISTANT
WASHINGTON D.C. OFFICE
Allen S. Cohen (3584)
EXECUTIVE DEPUTY SUPERINTENDENT
Nelson F. Ashline
(0342)
** Planning
John G. Alford
(4980)
Ombudsman
Earl D. Patton
(7316)
Personnel
Edyth L. Cole
(6434)
CHICAGO OFFICE (C-2220)
Deputy Superintendent
Robert A. Lyons
(C-2230)
Administrative Assistant
Virginia A. Geis
(C-2230)
Administrative Services
Kermit J. Fessler
(C-3854)
Bilingual Education
Hugh N. Seelye
(C-3850)
Equal Educational Opportunity
Royce F. Derks
(C-3220)
Fiscal
Chris Messergis
(C-2257)
Urban and Ethnic Education
Rito Dao (Acting)
(C-3806)
PROGRAM SERVICES
ADULT, VOCATIONAL AND TECHNICAL EDUCATION
Assistant Superintendent
James R. Galloway
(4870)
Adult Education
Wayne E. Giles
(3370)
Manpower
Delmar E. Stegall
(4862)
Occupational Consultants
Louise M. Dailey
(4877)
Professional and Curriculum Development
William E. Reynolds
(7084)
Program Approval and Evaluation
(Vacant)
(4876)
Research and Development
Ronald D. McCage
(4620)
Special Programs
James Smith
(5088)
FEDERAL AND STATE GRANTS
Assistant Superintendent
William L. Grant
(3471)
Compensatory Education
Robert H. Hardy, Jr.
(6035)
Educational Innovation and Support
(Vacant)
(3810)
Federal Liaison
James L. Custer
(5783)
Food and Nutrition Programs
Robert E. Ohlsen
(2491)
Textbook Program
Hervin A. Cook
(3471)
MT. VERNON OFFICE
Assistant Superintendent
Richard Haney
618/242-1676
BUDGET AND FINANCE
Assistant Superintendent
Fred Bradshaw
(5256)
Budgets
Frank A. Woodcock
(6094)
Reimbursements
Robert E. Pyle
(5256)
PLANNING AND RESEARCH **
Assistant Superintendent
John G. Alford
(4980)
Evaluation
Thomas C. Kerins
(4823)
Policy Analysis and Planning
Gordon L. Brown
(4980)
Research and Statistics
Sally F. Pancrazio
(3950)
PROFESSIONAL RELATIONS
Assistant Superintendent
Susan K. Bentz
(3774)
Certification and Placement
Barry H. Weiss
(2805)
Educational/Instructional TV
Lawrence A. Broquet
(5844)
Media Resource Center
William E. Lohman
(4433)
Teacher Education and Program Approval
Lawrence D. Freeman
(5859)
SPECIALIZED EDUCATIONAL SERVICES
Assistant Superintendent
Bill K. Tilley
(6075)
Gifted Programs
Joyce Van Tassel
(7830)
Materials Development and Dissemination
Gloria F. Calovini
(2436)
Program for Exceptional Children
Joseph E. Fisher
(6601)
Pupil Personnel Services
Jean E. Gerd
(2446)
Local Education Agency Services
E. L. Grossner
(6418)
IRDN
Program Services Teams
Chicago Team
D. Jean Donahue
(Acting) (C-5080)
DeKalb Team
John G. Staudt
815/753-0261
Springfield Team
Nan S. Spalding
(3650)
Urbana Team
Jerry D. Foster
217/333-6770
Mt. Vernon Team
Program Planning and Development
Lyndon B. Wharton
(3828)
Career Education
Curriculum Services
New Directions/Alternatives
Responsibility Education
Safety Education
School Transportation
MANAGEMENT SERVICES
Deputy Superintendent
Grace H. Duff
(9741)
ADMINISTRATIVE OPERATIONS
Assistant Superintendent
Warren B. Carson
(5596)
Accounting
Charles L. Dravis
(6777)
Auditing
Ronald D. Reguly
(5916)
Data Services
Kenneth J. Smith
(6032)
Internal Fiscal Services
Ronald E. Omer
(6729)
Internal Office Support and Printing Services
William D. Becke
(4387)
Purchasing
Michael C. Crowley
(5510)
COMMUNITY SERVICES*
Assistant Superintendent
Joshua Johnson
(3646)
Community Relations
Eleanor Bushing
(1829)
Information and Publications
Dolores S. Kaufmann
(1628)
School Organization and Facilities
Richard K. Snowden
(2968)
Student Affairs
Kenneth R. Imhoff
(3646)
GOVERNMENTAL RELATIONS
Assistant Superintendent
Robert Leininger
(6510)
Governmental Research
Robert P. Clark
(0862)
Sesquicentennial
Thomas J. Denny
(7913)
State Liaison
David E. Carey
(6613)
RECOGNITION AND SUPERVISION
Assistant Superintendent
(Vacant)
(5617)
Non-Public School Approval
Roy McDermott
(5617)
Public School Approval
Ennio S. Lietz
(5617)
Reception, Information & Conference Center*
Contact – Richard P. Short – 217/782-4321
Levels reporting to Assistant Superintendents are listed functionally in alphabetical order
All telephone numbers are Springfield CENTREX unless otherwise noted. When using CENTREX dial "2" then the four digit number. Outside calls, dial Springfield Prefix 217/782. Numbers preceded by "C" are Chicago CENTREX. Outside calls dial Chicago Prefix 312/793.

Prior Dissemination Efforts

Before the implementation of Illinois' State Capacity Building Program in December, 1975, the SEA exerted limited and largely uncoordinated efforts in dissemination. An evaluation of SEA information dissemination activities by Market Opinion Research (MOR) completed in March, 1975, reported that printed materials had to "filter down" through two to six different levels before reaching the classroom teacher, were seldom available for reissue on request, were not always centrally catalogued, and that no centrally compiled list of disseminated materials was maintained. Further, within the SEA, no uniform system existed for referral of calls or requests by LEAs to the appropriate department or section.

MOR made a large number of general recommendations, including establishing "procedures for monitoring, evaluating, indexing, routing, cataloging, librarying, and setting up information retrieval mechanisms to handle the large volume and variety of modes of information dissemination by the Illinois Office of Education." (First Year Proposal).

Among the already extant dissemination efforts, the SEA possessed a Reference Service primarily for SEA staff, with other Illinois educators served within the Service's capacity. Its resources included manual ERIC retrieval searches, educational journals, a collection of SEA publications, and general reference materials. Within the Curriculum Development Section, thirty-two professionals, organized regionally, provided workshops and consultations to LEAs. Thirteen Regional Media and Information Services (REMIS) had responsibilities for disseminating information to areas of low-prevalence, handicapped children. The Division of Vocational and Technical Education, designated by the U.S. Office of Education as one of six national curriculum diffusion and dissemination centers, served Illinois and twelve other states by acquiring, reviewing, and disseminating curriculum materials. Under ESEA Title III's adaptation/adoption program, LEA staff have been able to visit adopting projects, with the adaptation and implementation of these projects aided by the professional staff of the Educational Alternatives Section.

AN OVERVIEW OF THE PROJECT

Organizational Structure

Building on the recommendations of the MOR report, utilizing the existing dissemination activities and resources, and taking advantage of current reorganization efforts, IRDN seeks to develop a comprehensive and coordinated dissemination system. The SEA is using the State Capacity Building Grant as "seed money" which, together with state monies, should result in an institutionalized SEA dissemination effort providing all Illinois LEAs the resources necessary to solve their own educational problems. It is important to note that Illinois has taken " ... literally, the projected five-year approach to the development of a total state capacity" (Addendum to Second Year Proposal). All the efforts of IRDN are geared to a five-year plan; even though some goals and objectives are specific to a current program year, any analysis of them must recognize this basic point.

The project commenced formally in December, 1975, having been delayed for six months by a change in Illinois law requiring all monies, from whatever source, be included in the state budget. As the time lines of the budget process and the original IRDN proposal were divergent, the SEA applied for and received an implementation extension for the State Capacity Building Grant.

Within the SEA, the project was initially placed in the Program Planning and Development section of the LEA Services department; however, IRDN now exists as a separate office reporting directly to the head of LEA Services. In fact, the head of LEA Services is the listed project director for the state capacity building project. Figure 5.2 shows the organization of IRDN and places it within the SEA.

As is apparent, IRDN's prominent location provides high visibility both within the SEA and for potential LEA clients. The Project Manager has ready access to the Project Director as well as to members of her own staff and PST linkage agents. More detailed information on the resources, linkages, and leadership components of IRDN will be included in the relevant sections below.

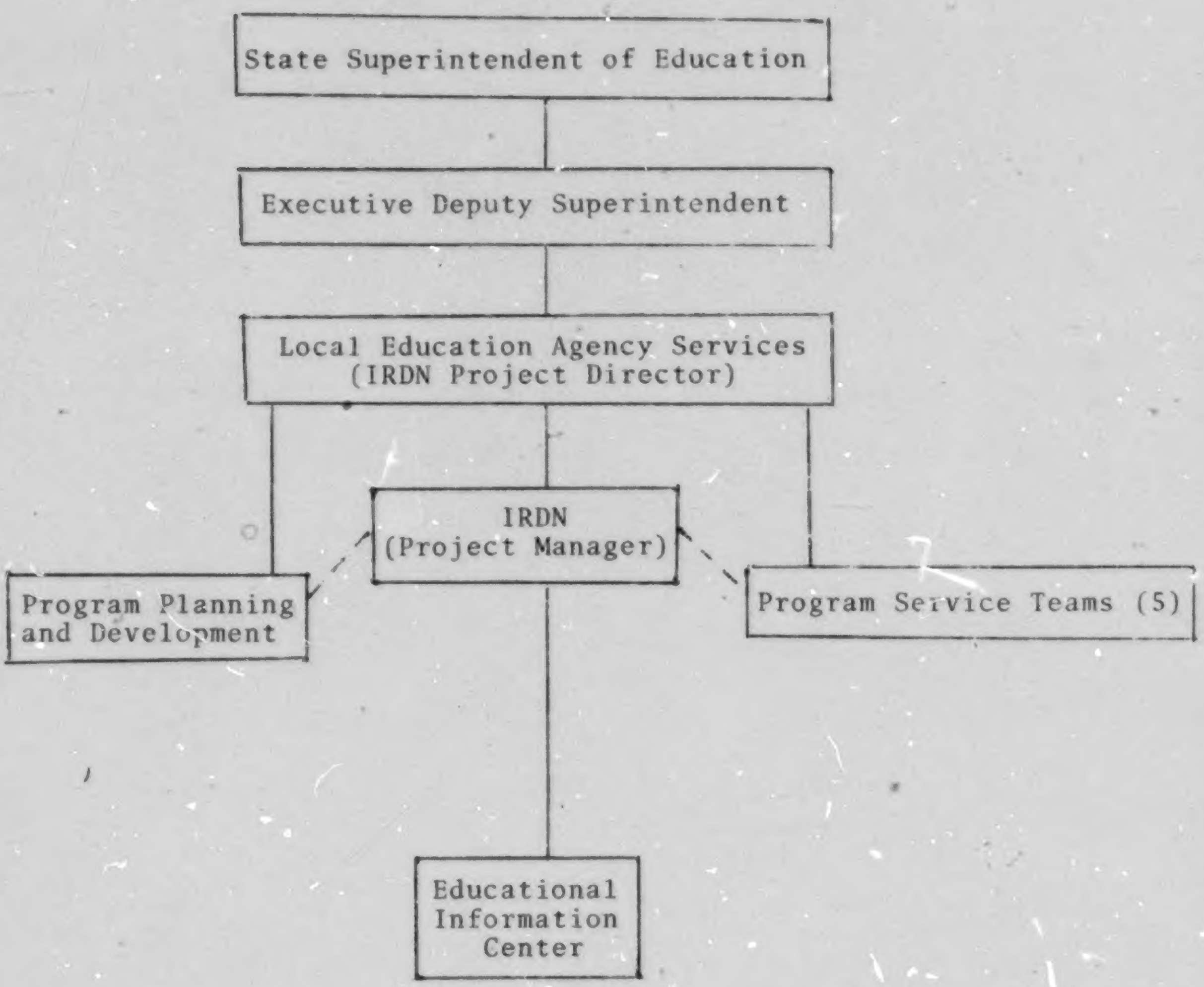
Goals and Objectives

It is important to emphasize Illinois' commitment to a five-year plan for this project. The project's goal is to be a self-contained institution at the end of the period; all other goals are intermediate:

> "For the sake of oversimplification, the planning and development activities will dominate the first and second years with an overlap of implementation in the second year and expanding thereafter. Resource identification and placement into the system is an ongoing process. In the second and third years,

Figure 5.2

ORGANIZATION OF IRDN


State Superintendent of Education
Executive Deputy Superintendent
Local Education Agency Services
(IRDN Project Director)
IRDN
(Project Manager)
Program Planning and Development
Program Service Teams (5)
Educational Information Center

> emphasis will be on resource utilization strategies. During the fourth and fifth years, total service to all school districts will be the major outcome. This means the computerization of all Illinois data, the completion of training of LEA linkers in all school districts, and full knowledge of problem solving and change agent skills for Illinois Office of Education field agents." (Addendum to Second Year Proposal).

Within the context of this five-year plan, it is possible to look at the specific program objectives for the first two years of this project. Figure 5.3 presents these objective changes in capsulized form.

The changes in each component area will be discussed in the appropriate sections; only a few major shifts will be discussed here. In the first year, the emphasis was on planning; in the current year, implementation of the overall plan has moved to the forefront. For example, in the Information Resources component, IRDN's FY77 concentration shifts from the development of an Educational Information Center (EIC), with information bases in previously identified areas, to the development of a Central Resource and Information System, based on the EIC, able to respond to the anticipated range and frequency of information requests, and provide a core set of resource packages based on clusters of needs identified by formal assessments. In the linkage component area, similar shifts are occurring. For example, IRDN sought to identify information service alternatives and train a small group of consultants in the first year; in the second, the "pilot" linkers are training new agents, expanding services to the LEAs, and expanding the number of LEAs served. The same planning-to-implementation pattern is

Figure 5.3

IRDN's First and Second Year Objectives

Year 1	Year 2
Information Resources • Develop the Illinois Office of Education's retrieval operations into an Educational Information Center able to support an effective dissemination program • Assess the received information needs of the pilot general education extention agent program and bilingual and urban education • Develop a bilingual education information base • Develop a rural education information base • Develop an urban education information base • Develop a technical resource information bank in 3 pilot areas	• To identify, for all school personnel, SEA sponsored and administered programs, practices, and resources • To identify, for all school personnel, external resources programs, and practices • Prepare 5 separate program packets for special populations • To make information and/or resources available to all school personnel • To have LEA and ESR personnel easily acquire information through IRDN
Linkages • Identify the user and provider elements for the educational system in Illinois • Identify the information needs of each of the users in the Illinois Educational System • Identify the information service alternatives which could be provided • Conduct a feasibility study of the various service alternatives • Train a small group of field consultants as extention agents • Increase the utilization by agency staff of knowledge based on R & D activities	• Expand linkage services to LEAs and ESRs • Train LEA linkers in 75 LEAs
Leadership • Illinois Office of Education review of feasibility study, recommended policies and proposed plan for the development of capacity and service over the 3 to 5 year period • Study and implement the recommendations of the Market Opinion Research needs assessment study where feasible	• Provide resources and information to LEAs based on their own identified needs • Have LEA policy makers use IRDN to help secure funding through state administered programs

evident in the leadership component with the earlier concentration on study and planning being supplanted by the establishment of a SEA-wide dissemination system coordinated by IRDN.

Programmatic Changes

Three changes occurred in the first year of this project that have reshaped its original thrusts. Reorganization of the SEA moved IRDN from the Program Planning and Development Section and placed it as a separate office directly under the Head of the LEA Services department, a shift which emphasized the importance given this project by SEA leaders and improved its visibility and relative status both within the SEA and across the LEAs.

Originally, the project attempted to identify existing LEA information needs. During the first year the project leadership, working with the Executive Deputy Superintendent, decided to expand this identification process to include other LEA educational needs. The objective of this would be to develop an index of school problems; based on it, resources could be developed that would provide a set of alternative solutions to LEA administrators. As a result, IRDN has begun to move from a basically reactive stance to a more proactive one.

Originally, the project was to work only with two linkage teams, one rural and one urban; however, after a presentation to all team directors was met with enthusiasm, it was decided to work with all the Program Service Teams. Three to five volunteers from each team served as a core group who, in the second year, are serving as trainers of their fellow team members.

INFORMATION RESOURCES

Resource Base Development

During IRDN's first year, major emphasis was placed on developing and coordinating existing SEA information resources, establishing an interim computer retrieval activity on a contractual basis with the two ERIC clearinghouses in the state. making contacts with other institutions (both governmental and non governmental) in Illinois and elsewhere with existing information resources, and establishing an Educational Information Center (EIC) encompassing the SEA's retrieval operations. As a result of those first year activities, IRDN is currently well situated for responding to an expected increase in information requests.

The EIC was established in the Materials and Resources Center, the agency library. This provided the EIC with an ERIC collection, sets of over 300 educational journals, an extensive array of text and trade books, and a large number of curriculum guides and program materials. During the current year, IRDN has established its own retrieval system, conducting searches through DIALOG. Only $4,000 dollars were budgeted furing the first year for computer searches; since each search cost about $17.50, it was clear that IRDN was more concerned with resource development than with merely conducting large numbers of searches. In line with the second year implementation emphasis, more than twice as much money is budgeted for searches, and a significant drop in per search cost is expected.

IRDN is developing the Illinois Resource files which include information on human resources, material related to Illinois documents, and descriptions of products and programs. Computer searches, run previously under ERIC Clearing house contracts, are now conducted on an in-house computer retrieval system connected to Lockheed. The Illinois Resource files are to be also accessed by computer. In exchange for some search services, Southern Illinois University provides access to MEDLINE. NIMIS is accessed through the Special Education Services Section. A number of other resources are now available to IRDN. Among these, perhaps the most significant is the linkage of the State Capacity Building Project with the Illinois Library Network. The latter, with its own computerized retrieval system and rapid inter-library loan services, will greatly expand the information resource base available to IRDN in areas outside the field of education. In fact, through this resource, IRDN will be able to access the largest collective body of information in the country.

The Illinois Bell Telephone System has also agreed to make its extensive film and other media resources and its local educational division personnel available to the IRDN effort, expanding the information base in both materials and human resources even further.

Responding to Client Requests

Under current operations most searches are done on the in-house terminals. Requests for information are relayed through PST linkers, who are responsible for question negotiation and for follow-up. In Year 1, IRDN made special efforts to develop prepackaged information resources in three particular areas, bilingual, urban, and rural education, in keeping with the originally proposed pilot program. Packets of these resources were made available to the PSTs in the relevant regions.

Products

There has not been a great deal of concern about producing and developing material for dissemination. The SEA, as a whole, does distribute a large number and wide variety of publications, but these are not now coordinated by IRDN. Following the formal promulgation of a dissemination policy by the State Board (discussed under Leadership), the Project's responsibilities in this area will probably increase markedly.

Nonetheless, IRDN does produce some materials now. These include a set of resource packages based on clusters of needs identified by the educational needs assessment (also discussed under Leadership) and compilations of materials in areas of SEA priority, such as urban, rural, and bilingual education. In addition, IRDN is developing a newsletter for distribution through the PSTs which will announce information resources and updates.

Priorities

In keeping with the above observations about IRDN's information resources, IRDN rates the development of the resource base and access to resources as being currently more important than responding to client requests for information. This is not to say the latter is unimportant, only that currently it is less important than continuing developmental activities. It should also be noted that neither of these objectives are among the most important of the overall objectives currently seen by IRDN.

Among specfic information resource objectives the most important at present include coordinating existing resources, developing access to non-ERIC information on Illinois programs and practices, developing a human resource file, and identifying instructional materials, practices, and curricula in priority areas.

LINKAGE

Linkage System Development

During the first Year 1, the controlling concept for IRDN was gradualism. Rather than attempting to blanket the state with linkers, a strategy which could lead to overextension of resources and client disappointment, the project seeks to expand gradually both the number of linkers and the number of LEAs they serve. Currently, the 82 PST personnel can serve all LEA's.

The linkage system draws heavily upon Havelock's view of change as a linkage process focusing on user concerns and interpersonal contact. This model, of course, can take a number of implemented forms. More specifically, Illinois' linkage system is the resultant of three additional factors. First, given the large number of LEAs and the wide variety of LEA settings, it would be virtually impossible to establish a direct linkage connecting Springfield and the LEA. Reorganization of the SEA accompanied by devolution of some SEA functions to the regionally based PSTs provided an institutional focus for linkage agents; it is important to recognize that PST personnel are SEA employees, however. Second, the system has been adapted from the experience of Rhode Island and other states. It focuses on the provision of general LEA services by linkers rather than developing their own particular areas of curricular expertise or simply serving to deliver information packets. Third, SEA priorities emphasize LEA services through the PSTs. IRDN's linkage system was designed with this priority directly in mind. The PST's work from the LEA's agenda and not that of the SEA.

At the present time, 82 linkers have received some training, beginning with a core group in each PST during Year 1. Since the linkers come from a variety of different backgrounds, their role is not completely defined and their training program is geared largely to individual needs. During July, 1977, IRDN will conduct a workshop for PST personnel focusing on visionary and self-assessment of training needs.

Linkage Agents

Four processes are included in the linker role in Illinois. Each linker is responsible to (a) provide technical assistance to the LEAs assigned to him, (b) serve as a resource broker, identifying, locating, and delivering relevant information, (c) perform communication linkage by connecting SEA personnel with the LEA, and (d) "solve" LEA problems by providing alternative solutions to negotiated problems. Even with the role defined at this general level, one interesting problem developed during the first year. The "Program Service Team Site Visitation Report Form" included a number of specific examples within each of these process categories. Based on SEA evaluation of these reports, it appeared that some linkers were using the form as a behavioral guide, rather than following a general role. The form is now being changed.

The agents have two additional roles within the overall dissemination system. First, they are responsible for the implementation of the needs assessment in LEAs (to be discussed under "Leadership") and secondly, they act as collectors of additional resource material.

Since the agents have a variety of backgrounds, it was determined that a common training program would provide many of them with at least some redundant information. Therefore, a workshop has been developed to help PST members assess their own linkage needs. Each PST member assesses his or her own strengths and weaknesses with an instrument developed following an extensive literature review. In addition to this needs assessing workshop, other training sessions will be developed to meet those individual needs.

Creating Client Awareness

During its first year, IRDN was less concerned with publicity than with the development of its organizational base.

As the system begins to be implemented, a number of mechanisms are being used to promote client centered services. The most important of these, used during the first year, was the PST site visit. PST team members were responsible for informing their target districts of the services available. In March, 1976, a random phone survey of LEA superintendents found that 37 of the 46 superintendents polled had "heard of the Program Service team concept;" in fact, six of the nine who had not, had actually met with the PST member assigned to them. A postcard survey in April, 1976, found that about 88% of LEA superintendents had "heard of the Program Service team concept." Although it is difficult to say how "good" these figures are, they do seem impressive in light of the lack of much other publicity. Since the primary client focus was LEA administrative and supervisory personnel, the project appears to have made a satisfactory initial effort. During the current year the PST members have been directed to concentrate on teachers. Evidence of awareness indicates that this has been successful.

One caveat must be added: the PST member serves in a number of roles besides "dissemination linkage agent." The SEA has made some efforts to determine how well the dissemination role of the PST member is understood by potential clients and how desirable it is seen to be. One technique used to judge these is site visitation by the Head of LEA Services. Since he is also Project Director for IRDN, immediate feedback and support creation should result from these visits.

Priorities

In line with the above discussion of IRDN's linkage system, the following three objectives are seen currently as the most important: developing a personalized linkage system, creating client awareness, and providing assistance to clients. Of lesser importance are development of non personalized linkages and promotion of other forms of two-way communications. As the linkage system moves to statewide teacher contact within the next four years, some changes may occur in the priorities accorded these objectives. Nonetheless, the personalized linker is likely to remain the most important element in the system.

LEADERSHIP

IRDN utilizes both a Project Director and a Project Manager to coordinate and direct its operations. The Project Director, also the head of LEA services, reports directly to the Executive Deputy Superintendent. This provides IRDN good access to policy making levels, enchances its status within the SEA, and promotes its visibility among the LEAs. This structural relationship is enhanced by strong support for the Project's goals by the Executive Deputy Superintendent. Just as the Project Director has ready access to the Executive Deputy Superintendent, the Project Manager has ready access to the Project Director. The Project Manager has operational control of project activities with major questions reviewed by the Director.

Planning and Coordination

During IRDN's first year, the effort to determine information needs of potential clients was expanded to include assessing all educational needs of LEA personnel. Working with planning and research staff, IRDN developed a pilot instrument for gathering information on educational needs from administrators, teachers, board members, parents, and others in the community in three pilot LEAs. Following evaluation and revision of the instrument board on the pilot effort, the project will collect data from about 75 additional districts during the current year. All requesting LEAs will be surveyed in subsequent years. Included among the possible uses of these data, IRDN hopes to be able to consolidate SEA resources and dissemination efforts to provide more efficient and more relevant service to the LEAs.

In addition to the assessment of LEA educational needs, IRDN is also continuing a survey of SEA resources and dissemination efforts begun in the first year. The immediate result has been a list describing resources, descriptions of each program's dissemination efforts, and the costs of each. Utilizing this list, staff from each program are meeting to develop suggested guidelines for coordinating SEA dissemination efforts and resources. In addition, the Executive Deputy Superintendent has appointed high level SEA personnel to a dissemination committee to develop a dissemination policy for the SEA. These guidelines and recommendations will be submitted through the Executive Deputy Superintendent to the State Superintendent and the State Board for review and promulgation of SEA resources and dissemination policies.

Such a policy, combined with the educational needs assessment results, will be a major tool for promoting intra-SEA dissemination leadership by IRDN. Even though IRDN would control neither resources nor program dissemination efforts, the Project will coordinate these activities and serve as a single contact point for information requests. As a further result of this coordination, IRDN will also be in a position to recommend using R & D resources in areas where needs cannot be met.

All of these activities will also assist in developing incentives for LEAs to utilize and apply knowledge. For example, the needs assessment process can be used in LEA applications for federal "Title" program grants and for programs administered by the SEA.

The major efforts in inter agency or external coordination have revolved around resource base development. IRDN staff identified major resource units during the first year and are continuing to emphasize this activity. Following identification, personnel from each external resource are invited to assist in coordinating their efforts with those of IRDN. As discussed under the Information Resources section of this report, many external information bases have been tied into the network. Work during the current year will continue these efforts, focusing on institutions of higher education.

IRDN has been concerned with coordinating all these leadership building activities. The diagram presented in Figure 5.4 was developed to provide a schematic overview of the process. Although Figure 4.4 is still in draft form, it illustrates IRDN's commitment

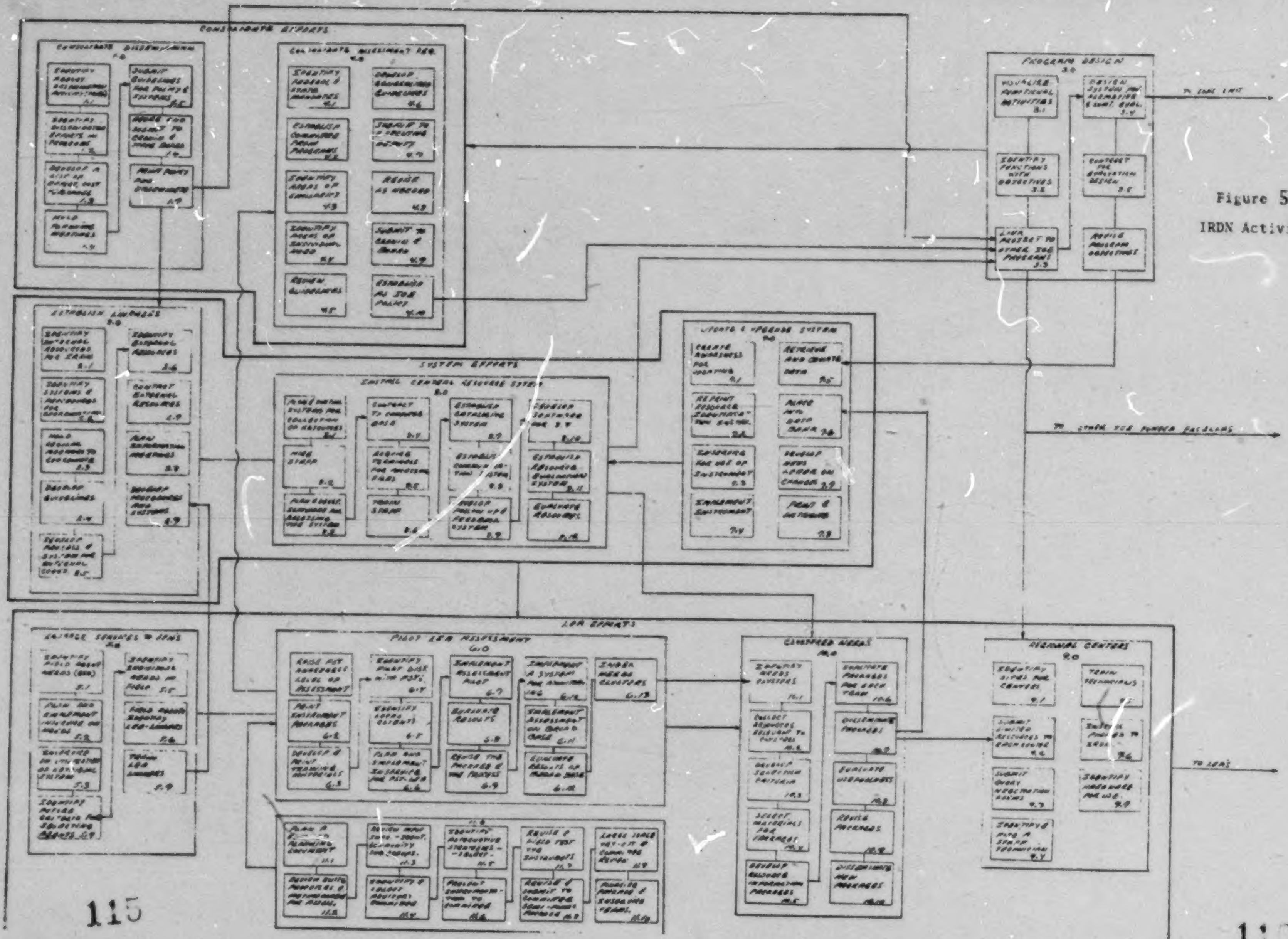

CONSTITUENTS EFFORTS
PROGRAM DESIGN
3.0
VISUALIZE FUNCTIONAL ACTIVITIES 3.1
IDENTIFY FUNCTIONS WITH OBJECTIVES 3.2
LINK PROJECT TO OTHER IOE PROGRAMS 3.3
DESIGN SYSTEM FOR FORMATIVE & SUMT. EVAL. 3.4
CONTRACT FOR EVALUATION DESIGN 3.5
REVISE PROGRAM OBJECTIVES
SYSTEM EFFORTS
INSTALL CENTRAL RESOURCE SYSTEM
8.0
UPDATE & UPGRADE SYSTEM
LEA EFFORTS
PILOT LEA ASSESSMENT
6.0
REGIONAL CENTERS
9.0
TO OTHER IOE FUNDED PROGRAMS
TO LEA'S

Figure 5.4

IRDN Activities

to coordination and planning.

Evaluation

Paralleling IRDN's concern with long-range planning has been a commitment to evaluating the Project's activities. Beginning with the MOR report, extensive efforts have been used to insure adequate feedback to the program. IRDN personnel, working with the SEA's Evaluation Section, are developing designs for both formative and summative evaluation of the project. Among the instruments that have been or are being developed are surveys of PST activities, assessments of PST linkage agent training needs, criteria for determining resource value, and a questionnaire for exploring the differences between users and non users of IRDN services.

Priorities

As one would expect, given the above discussions of leadership, IRDN rates leadership objectives highest overall. In particular, such major objectives as implementing a comprehensive dissemination program, training those involved in it, coordinating activities with other dissemination efforts, and using needs sensing activities to monitor dissemination service development are all rated as being very important. These ratings clearly parallel current project activities and concerns.

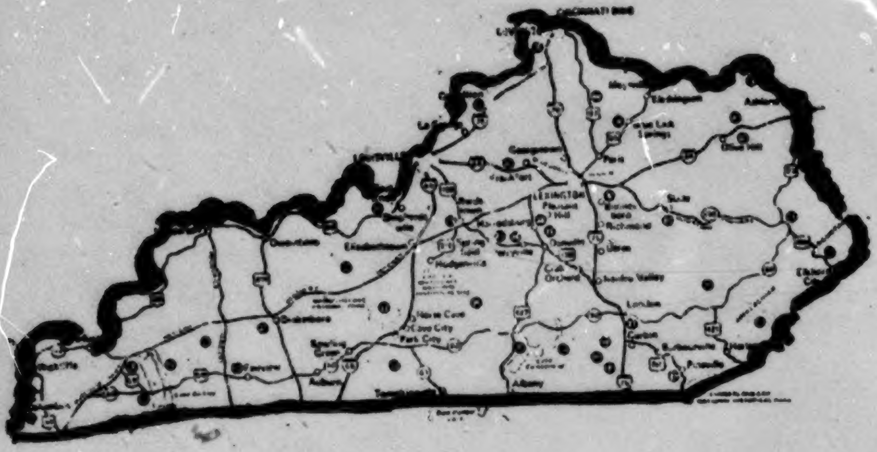
Specific leadership objectives which IRDN rated as highly important include the implementation of an SEA-wide dissemination program, establishing a common definition of dissemination within the SEA, analysis of the information and assistance needs of Illinois educators, and the analysis of dissemmation resources in the SEA.

OBSERVATIONS

With its attention to long-range planning, incremental implementation, and extensive evaluation, Illinois appears to be developing an exemplary dissemination system. In the areas emphasized by the Capacity Building Program leadership, information resources, and linkages, IRDN has produced a comprehensive system which should result in an institutionalized information network, supported by the state, and able to meet LEA needs at the end of the five development years.

In one sense, the strengths of the system make any "instant analysis" a rather foolhardy task. Since a comprehensive effort is forced to rely on continued policy level support, a shift in SEA priorities or personnel could have a major effect, certainly, on the project. The first seems unlikely; the second will become less of a potential difficulty as the process of institutionalization takes hold. Another possible problem area is development of resistance to IRDN coordination of information resources and dissemination activities within the SEA. Continued policy level support will be essential to insure intra-agency cooperation. None of these potential difficulties appear to be hampering the project now. Given past IRDN performance as a guide, if they should arise, they will probably not be problems for very long.

In examining current project priorities as reported by the Project Manager, there is a clear reflection of current IRDN activities. The most important objectives include creating client awareness, responding to clients' requests, implementing a comprehensive dissemination program, and developing a personalized linkage mechanism. Further development of IRDN's resource base, and building SEA support for the project are also seen as important. Fostering two-way communications, utilization of other than personnel linkers, and developing some type of cost-sharing system are not now important goals.



1977

6

KENTUCKY
PROJECT SEARCH

CONTEXT

Significant State Characteristics

Project SEARCH, the Commonwealth of Kentucky's Capacity Building Project, has developed as the product of the unique problems and opportunities of the state. These include a dispersed and largely rural population, a recent shift away from an emphasis on SEA established regional organization and a corresponding shift toward a service made in the SEA, and the importance and influence of the appointed LEA superintendents.

The Commonwealth of Kentucky, the 22nd largest state in population and the 37th largest in size, stretches from the Appalachians in the east to the Mississippi on the west.

Until June 30, 1976, this diversity was reflected in the organization of the Commonwealth's system of public education. Seventeen regional offices, Educational Development Districts (EDDs), were staffed to serve as intermediate units. As part of a total state governmental reorganization effort, regionalization has been dowplayed with the functions of the EDDs shifted to the SEA or LEAs. This effort has been paralleled by reorganization both of general SEA functions and intra agency operations. As will be explored in more detail below, these concurrent reorganizations have had a major impact on the State Capacity Building Project as well as on other SEA dissemination efforts.

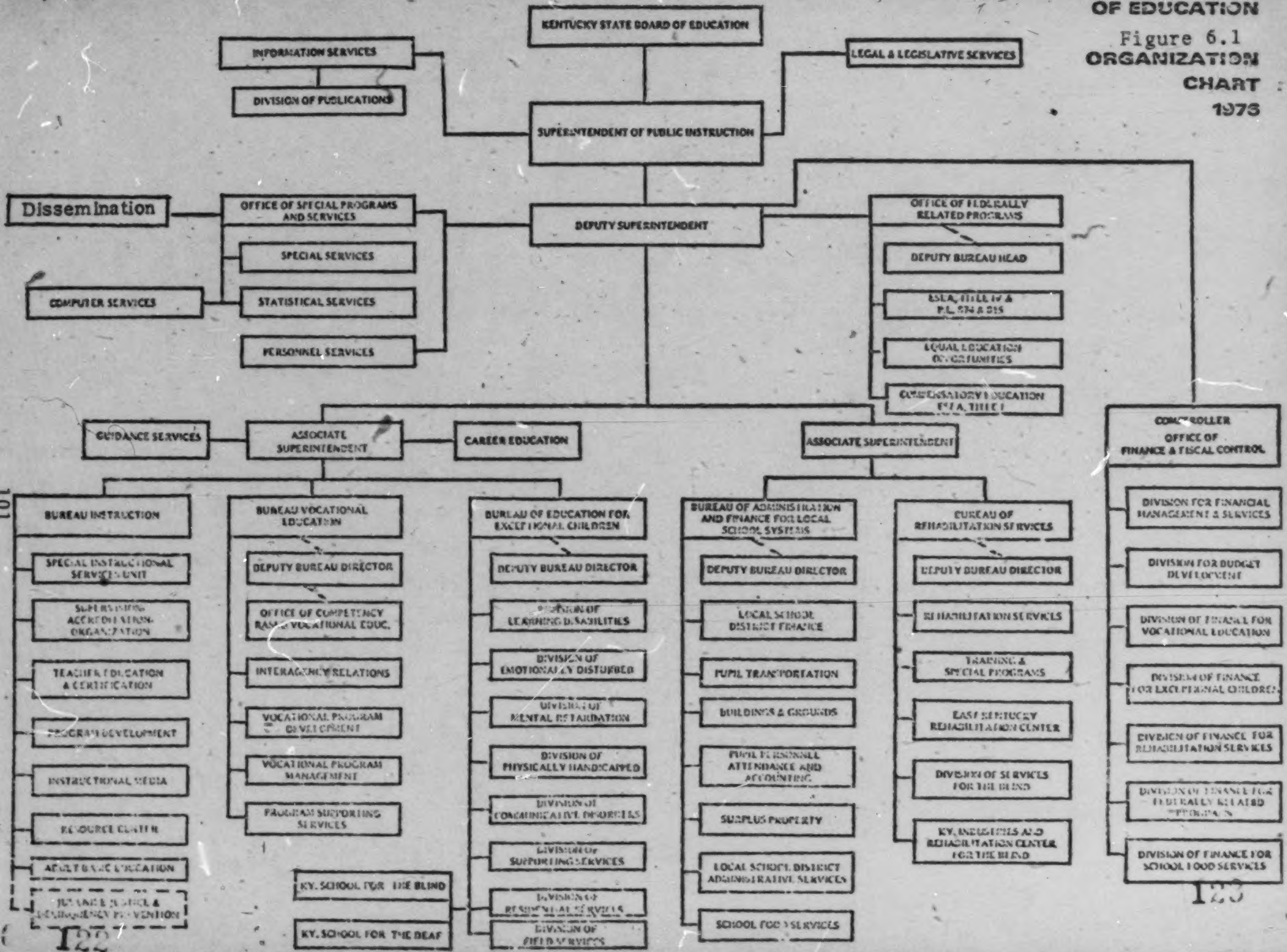
The State Education Agency

Although reorganization of the SEA is probably not yet completed, the current organization chart presented in Figure 6.1 is likely not to be changed in any but minor ways. Currently, there are 3,595 employees in the Kentucky Department of Education. Of these, 764 are based in Frankfort with the large majority of the remainder involved in the Commonwealth's vocational education program. Professional employees total 475 of the Frankfort staff.

The state's education system is characterized by the large number (181) of local districts and the small student population in many of them. This dispersion is reinforced by the relatively autonomous status of LEA superintendents. It should be noted that the current Superintendent of Public Instruction is a former LEA superintendent himself. These factors have led to an emphasis on SEA services to the LEAs.

In the past two years, the Kentucky Department of Education has moved from limited regionalism to a greater focus on SEA and LEA operations. This shift has been based on two overriding goals: the first of these is to promote equalization across districts and, concurrently, to utliize existing resources more efficiently; the second goal is to improve the educational program for all of the students in the Commonwealth.

DEPARTMENT
OF EDUCATION
Figure 6.1
ORGANIZATION
CHART
1976


KENTUCKY STATE BOARD OF EDUCATION
INFORMATION SERVICES
DIVISION OF PUBLICATIONS
LEGAL & LEGISLATIVE SERVICES
SUPERINTENDENT OF PUBLIC INSTRUCTION
Dissemination
OFFICE OF SPECIAL PROGRAMS AND SERVICES
SPECIAL SERVICES
COMPUTER SERVICES
STATISTICAL SERVICES
PERSONNEL SERVICES
DEPUTY SUPERINTENDENT
OFFICE OF FEDERALLY RELATED PROGRAMS
DEPUTY BUREAU HEAD
ESEA, TITLE IV & P.L. 874 & 815
EQUAL EDUCATION OPPORTUNITIES
COMPENSATORY EDUCATION ESEA, TITLE I
COMPTROLLER OFFICE OF FINANCE & FISCAL CONTROL
GUIDANCE SERVICES
ASSOCIATE SUPERINTENDENT
CAREER EDUCATION
ASSOCIATE SUPERINTENDENT
BUREAU INSTRUCTION
SPECIAL INSTRUCTIONAL SERVICES UNIT
SUPERVISING ACCREDITATION ORGANIZATION
TEACHER EDUCATION & CERTIFICATION
PROGRAM DEVELOPMENT
INSTRUCTIONAL MEDIA
RESOURCE CENTER
ADULT BASIC EDUCATION
JUVENILE JUSTICE & DELINQUENCY PREVENTION
BUREAU VOCATIONAL EDUCATION
DEPUTY BUREAU DIRECTOR
OFFICE OF COMPETENCY BASED VOCATIONAL EDUC.
INTERAGENCY RELATIONS
VOCATIONAL PROGRAM DEVELOPMENT
VOCATIONAL PROGRAM MANAGEMENT
PROGRAM SUPPORTING SERVICES
KY. SCHOOL FOR THE BLIND
KY. SCHOOL FOR THE DEAF
BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN
DEPUTY BUREAU DIRECTOR
DIVISION OF LEARNING DISABILITIES
DIVISION OF EMOTIONALLY DISTURBED
DIVISION OF MENTAL RETARDATION
DIVISION OF PHYSICALLY HANDICAPPED
DIVISION OF COMMUNICATIVE DISORDERS
DIVISION OF SUPPORTING SERVICES
DIVISION OF RESIDENTIAL SERVICES
DIVISION OF FIELD SERVICES
BUREAU OF ADMINISTRATION AND FINANCE FOR LOCAL SCHOOL SYSTEMS
DEPUTY BUREAU DIRECTOR
LOCAL SCHOOL DISTRICT FINANCE
PUPIL TRANSPORTATION
BUILDINGS & GROUNDS
PUPIL PERSONNEL ATTENDANCE AND ACCOUNTING
SURPLUS PROPERTY
LOCAL SCHOOL DISTRICT ADMINISTRATIVE SERVICES
SCHOOL FOOD SERVICES
BUREAU OF REHABILITATION SERVICES
DEPUTY BUREAU DIRECTOR
REHABILITATION SERVICES
TRAINING & SPECIAL PROGRAMS
EAST KENTUCKY REHABILITATION CENTER
DIVISION OF SERVICES FOR THE BLIND
KY. INDUSTRIES AND REHABILITATION CENTER FOR THE BLIND
DIVISION FOR FINANCIAL MANAGEMENT & SERVICES
DIVISION FOR BUDGET DEVELOPMENT
DIVISION OF FINANCE FOR VOCATIONAL EDUCATION
DIVISION OF FINANCE FOR EXCEPTIONAL CHILDREN
DIVISION OF FINANCE FOR REHABILITATION SERVICES
DIVISION OF FINANCE FOR FEDERALLY RELATED PROGRAMS
DIVISION OF FINANCE FOR SCHOOL FOOD SERVICES

Prior Dissemination Efforts

In 1972, a management review conducted jointly by the SEA and USOE recommended the formation of an Office of Planning, Research, Evaluation, and Dissemination. The Division of Dissemination was one of the four major subunits established within this office; however, it was not fully staffed until April, 1974.

By the time the first proposal for a State Capacity Building Grant was submitted (April, 1975) the Division included a director, a full-time retrieval specialist, and a secretary. The Division provided a variety of services, including computerized ERIC searches through Bradley University in Peoria, Illinois, and hand searches of materials located in the Department of Education Materials Center. The Bradley University search capacity was hampered by slow turnaround and high cost; hand searches, besides being encumbered by those problems, were impeded further by the limited nature of the available collection.

During 1974, the Division deliberately limited service publicity, choosing to concentrate on resource development; consequently, during that year only 200 requests were received and handled.

Despite the reorganization which began in 1972, the dissemination function continued to be divided among several units in the SEA with major efforts in the Bureau of Vocational Education and the Bureau of Instruction. During 1974, the most important accomplishments of the Division of Dissemination were a survey to determine the location of microfiche readers and reader-printers in the state, a survey of information sources, and adoption by the State Department Cabinet of a position paper on dissemination. This paper listed four major dissemination objectives:

1) Create an awareness of and interest in new programs, practices, and materials among teachers and administrators in elementary, secondary, and vocational education.
2) Develop a program of information services and in-service experiences which will lead to improved decisionmaking in education.
3) Facilitate the trial and adoption or adaption of promising practices or programs.
4) Create an additional channel for dialogue on current educational problems and practices between the local district and the state education agency.

AN OVERVIEW OF THE PROJECT

Organizational Structure

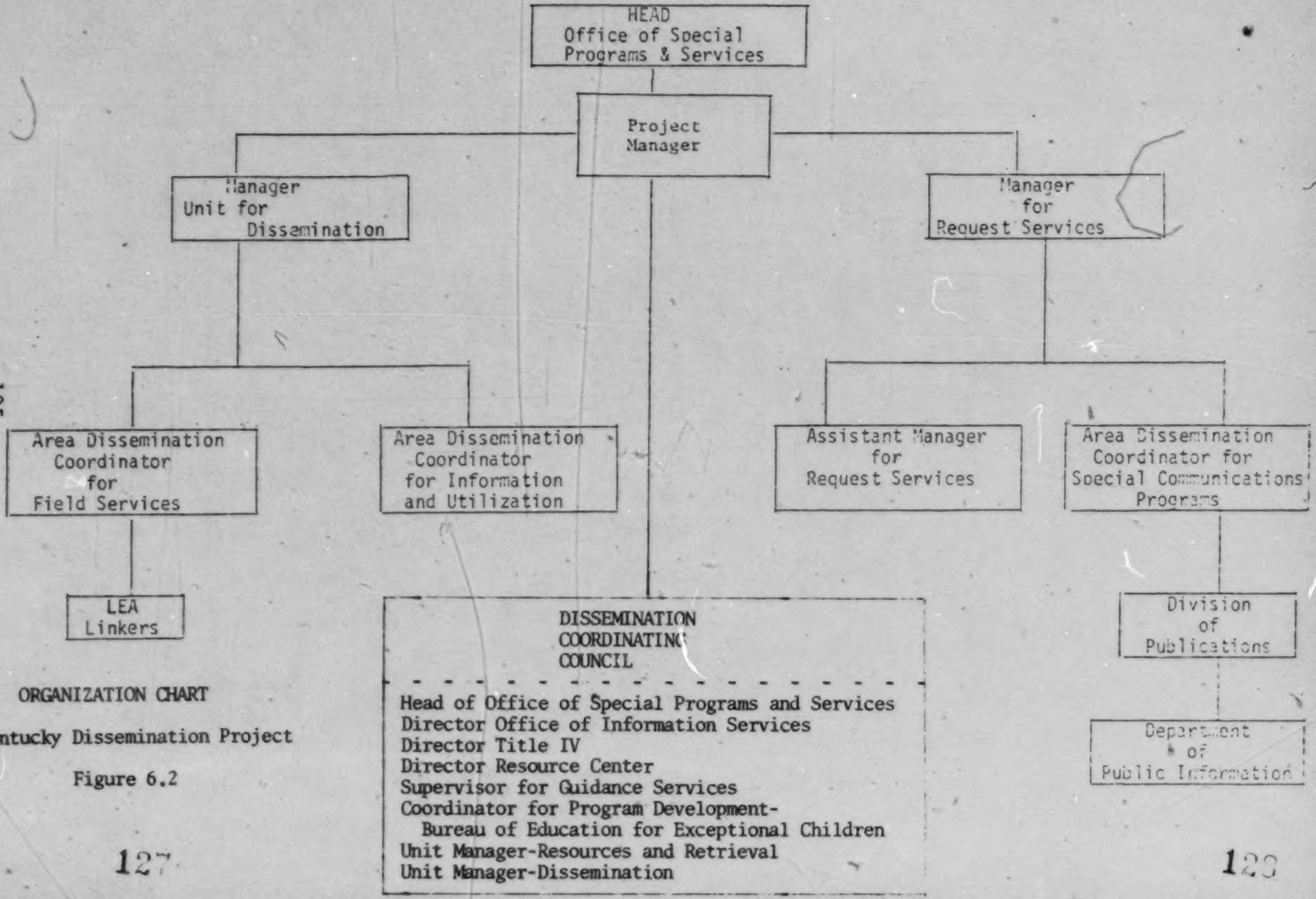
Project SEARCH formally began with the approval of the first year capacity building grant in July, 1975. In its first year, Project SEARCH had two major goals and a number of related objectives. Changes in these goals during that time period, in combination with SEA reorganization efforts, have led to substantial modifications in project organization.

During the fourth quarter of FY 1976, a reorganization of the SEA led to major shifts in project operations. The first involved abandoning the use of the Educational Development Districts as intermediate linkage units. The project staff spent much of the fourth quarter exploring and field-testing a new linkage system involving three full-time linkage agents. Second, the Departmental Resource Center, combined with other media and resource functions, was transferred to the Bureau of Instruction. This change facilitated coordination of project personnel with their Bureau of Instruction peers by physically locating the SEARCH retrieval specialist in an office adjacent to the Resource Center. Third, the Division of Dissemination was reidentified as the Unit for Dissemination Services and placed in the newly constituted Office of Special Programs and Services. This office is headed by the Director of the Capacity Building Project of Kentucky; he reports directly to the Deputy Superintendent. Fourth, a Departmental Dissemination Coordinating Council was established to coordinate federal and state program dissemination efforts.

Figure 6.2 presents the organizational structure for the Kentucky Dissemination Project, Project SEARCH. As with the Kentucky Department of Education Organizational Chart, ongoing reorganization efforts could result in changes to this structure; however, no significant shifts are currently expected.

As mentioned above, there have been some important shifts in the goals and objectives of Project SEARCH. During the first year, SEARCH had two general goals:

Goal 1: Develop a comprehensive set of resources for use in responding to diverse local needs "including


HEAD
Office of Special
Programs & Services
Project
Manager
Manager
Unit for
Dissemination
Manager
for
Request Services
Area Dissemination
Coordinator
for
Field Services
Area Dissemination
Coordinator
for Information
and Utilization
Assistant Manager
for
Request Services
Area Dissemination
Coordinator for
Special Communications
Programs
LEA
Linkers
DISSEMINATION
COORDINATING
COUNCIL
Head of Office of Special Programs and Services
Director Office of Information Services
Director Title IV
Director Resource Center
Supervisor for Guidance Services
Coordinator for Program Development-
Bureau of Education for Exceptional Children
Unit Manager-Resources and Retrieval
Unit Manager-Dissemination
Division
of
Publications
Department
of
Public Information

ORGANIZATION CHART

Kentucky Dissemination Project

Figure 6.2

the establishment of a request and referral clearinghouse, the identification and procurement of information files and the identification of promising programs and practices in Kentucky schools."

Goal 2: Develop a means of linking client groups to the resource base "encompassing the development of linkage teams in the Educational Development Regions and conduct of a program of selective dissemination to increase the awareness of new programs and practices among client groups."

No goals were established for the Leadership Component and only one of the objectives for the first year of Project SEARCH was concerned specifically with its development. Nonetheless, leadership was not being slighted; rather, the location of Project SEARCH in the Division of Dissemination was thought to provide sufficient visibility, the adoption of the policy paper was seen as a source of sufficient legitimacy, and ongoing coordination and evaluation efforts were felt to need no added emphasis.

In the second year of the project, the formal omission of leadership planning was rectified. Three goals were developed in response to the problems found in the first year and to more closely match those of NIE and other Cohort I states. The basic purpose of the FY 1977 Kentucky Capacity Building Project was "to solidify and institutionalize gains made during the preceding year and to further expand the agency's efforts toward supporting the improvement of educational practice in areas of identified need."

The two goals of FY 1976 remained basically the same, though there were changes in linkage objectives resulting from the SEA shift away from regional emphasis. For example, rather than concentrating on the development of linkage teams, the stress is on the development of a linkage system involving three full-time Area Dissemination Coordinators and part-time local district respresentatives as well as the expansion and training of Departmental Curriculum Consultants as change agents.

The third goal ("to develop and implement a management plan which will facilitate the creation of a unified and efficient dissemination program in the SEA") included the following objectives: establish a Departmental Dissemination Coordinating Council for implementing a coordinated dissemination program; improve communications within the segments of the project; revise and develop administrative procedures; and publicize and promote usage of the information request service and the auxiliary linkage services. Figure 6.3 presents the changes described above by highlighting the objectives for Year 1 and Year 2.

INFORMATION RESOURCES

Resource Base Development

Kentucky's Capacity Building Project has a variety of available information resources and produces a wide assortment of mater-

Figure 6.3

Matrix Listing Objectives By Components for Kentucky

Component	Year 1 Objectives	Year 2 Objectives
INFORMATION RESOURCES	Develop a comprehensive set of resources for use in responding to diverse local needs by establishing an information clearinghouse, identifying and serving additional information files, and systematically identifying promising programs and practices	To continue the development of a comprehensive set of resources for use in responding to diverse local needs: a. Continue operations of request services b. Update current material holdings of the Resource Center c. In-depth survey of information sources d. Update promising programs and practices files
LINKAGE	Develop a linkage system by creating linkage (or field agent) teams in Educational Development Regions, conducting a selective dissemination of information programs and developing a training program	To continue the development of the system of interpersonal linkage involving those full-time Area Dissemination Coordinators and local district representatives: a. Expand linkage component by training Departmental Curriculum Consultants as change agents b. Continue selective dissemination programs
LEADERSHIP	Facilitate the adoption of improved programs and practices	To continue to facilitate the adoption of improved programs and practices and facilitate the development and implementation of a management system to further enhance a unified SEA dissemination effort

ials for dissemination. The information resources fall into four main categories: computer search capability of ERIC and other file listings of "Outstanding Educational Programs," resource center and other library holdings, and "human resources" within the SEA. Additional resources include listings of State Government Services and contacts with such organizations as General Telephone, Bell Telephone, the American Cancer Society, the Tennessee Valley Authority, Kentucky State Police, and the Kentucky National Guard. The implementation of Project SEARCH ended the need to rely on Bradley University for computerized base access. The Project now has its own terminal connected with the Lockheed retrieval service, DIALOG

One of the original objectives of the identification of promising programs and practices in Kentucky was a plan for their development as demonstration sites; however, changes in the Capacity Building Grant altered that plan. Nonetheless, following nomination by Kentucky Educators and review by Program Development staff in the SEA, a total of 100 programs have been identified. The program descriptions, when transformed into summaries for dissemination, may prove useful for LEAs facing similar problems. They may also aid administrative units whose federal projects require disseminating exemplary models, or demonstration programs. By locating the file in Project SEARCH, unnecessary duplication is avoided and, perhaps more importantly, LEAs need make only one SEA contact. During FY 1977 the project staff is continuing to update the file, though progress has been slowed by reorganization.

Prior to the implementation of the Kentucky Capacity Building Project, the Resource Center (formerly, Materials Center) journal collection included about fifty journals. In FY 1976, thirty-eight journals from the previous three years were added to the collection; also, arrangements were made with the Kentucky State University Library System for the transfer of supplementary journal articles. Before the completion of these changes, nearly 45 percent of the requests for journals could not be filled; that rate has now been cut to approximately 10 percent. The Resource Center is located within the Bureau of Instruction, but according to project personnel, the close proximity of the Unit Manager for Request Services to the Resource Center has helped forestall potential organizational problems.

Beyond the expertise and experience of the immediate staff, the most important human resources available to Project SEARCH are the fifteen Curriculum Consultants in the Division of Program Development, Bureau of Instruction. Although project staff currently view the Curriculum Consultants more as potential linkers than as human resources, the Consultants have provided workshops and inservice training in response to frequent client requests. Further, the Manager for Request Services refers questions, when relevant, to the appropriate Curriculum Consultant.

Responding to Client Requests

A controlling factor in terms of the capability of SEARCH to honor client requests is its computer retrieval capacity. The primary terminal is located adjacent to the Resource Center, and a portable terminal is available for LEA inservice demonstrations. The salary of the search is borne by the state as is the cost of any hand searching. Searches through DIALOG are paid for with project funds. In the past some searches were conducted for nonpublic education personnel, who were billed at cost; this service has been discontinued as target client requests have increased.

There has been a general monthly increase in the number of search requests since the beginning of the project. For example, in September, 1973, six requests were processed; in September, 1974, 1975, and 1976, respectively, 13, 49, and 148 requests were received and processed. The Unit Manager for Request Services suggested that inservice computer search demonstrations have been especially effective for stimulating search interest. She also reported, moreover, that there has been a general increase in search requests beyond those generated by such inservice efforts.

Turnaround generally takes a week to ten days. Packets of information including a "how-to-use-it" guide are normally sent free to clients, though persons requesting hard copy are limited to 100 pages unless no fiche reader is located nearby. The completion of "A Survey to Determine the Locations of Microfiche Readers and Reader/Printers in Kentucky," in 1974, allows the Unit Manager to "weight" costs and provide portable readers for isolated clients. Records of the materials sent and of the search requests submitted help avoid unnecessary duplication and provide information for possible proactive dissemination efforts.

Products

Four general types of products are developed and disseminated by the SEA: administrative and budgetary materials, special subject area reports, abstracts of new material, and response packets prepared for information search requests.

The first category includes a set of annual publications with such titles as "Annual Data Collection Plan," "Public School Salaries," "Attorney General's Opinions," and "Profiles of Kentucky Schools." The target populations for these documents range from around 300 to 600, depending on the topic. In addition, the SEA also produces, on a more intermittent basis, a series of publications of broader appeal. These include "Research Bulletin," "Property Tax Statistics," among others, with a distribution of around 2,400. This type of document is not currently within the purview of Project SEARCH; the products in the remaining categories are.

During the present project year, SEARCH is developing and distributing four special reports in the fields of reading, mathematics, career education, and education of the gifted. These will be produced in collaboration with the appropriate Curriculum Consultants in the Bureau of Instruction and will include bibliographies of relevant ERIC and media center sources.

Plans for preparing abstracts of current research materials and "Outstanding Educational Programs" were delayed during the first year. In the last quarter under first year funding and throughout the current year, however, abstracts are being prepared to be sent to appropriate Kentucky educators identified by Area Dissemination Coordinators and Curriculum Consultants.

The packets prepared in response to information search requests have been described in the "Responding to Client Requests" section.

Priorities

In general terms, Project SEARCH staff is currently more interested in developing a comprehensive resource base than in responding to requests. Coordination of existing material aids, the development of non-ERIC information bases, and the collection of information about human resources are the most important priorities. The development of ERIC and similar computer retrieval systems is not presently of major concern, as this has been accomplished. Responding to requests is not, however, a slighted subject. In fact, responding to all information requests as quickly as possible, as well as meeting the requests from special populations, are also seen as quite important objectives.

LINKAGE

Linkage System Development

In the first year of the Capacity Building Project, the Kentucky SEA ended its emphasis on seventeen intermediate units (Educational Development Districts) as bases for linkage efforts. As a result of reorganization, Project SEARCH is now implementing a three-tier interpersonal linkage system involving three full-time SEA level Area Dissimination Coordinators (ADCs), part-time LEA representatives, and school librarians.

The linkage system is based on Havelock's Social Interaction Theory (i.e., individuals seem to be predisposed to accept innovations or new practices as a result of their social interactions with others who use them or have knowledge about them.). Such a broad inference, of course, can be manifested in many operational forms; the actual structure of Kentucky's system has developed as a result of a number of constraints. Kentucky has a large number of small districts and no formal intermediate units. The project manager suggested that fifteen to twenty ADCs would be a satisfactory number, but funding limitations, coupled with zero based budgeting, prevents the administration from guaranteeing continued financial support for any terminated federal program and, therefore, may preclude expansion to that level. These constraints have been overcome by concentrating on developing the skills of the part-time local district representatives.

A potential problem, in such a system, is the quality of training provided for the local district representatives. Project staff are aware of this and have tried to train them as fully as possible within budget limits and the real time and distance constraints faced by the ADCs. The Unit Manager for Dissemination pointed to one possible long-term benefit that could result from this current problem. That is, because of the limitations imposed on the Area Dissemination Coordinators, the local district representatives will have to develop their own expertise rather than use the Coordinators as a crutch; eventually this could strengthen the system.

Two other potential obstacles, the possible lack of objectivity of the district linker in examining district problems and needs and the loss of SEA control, may be partially ameliorated by an additional segment in the dissemination system. The SEA's Curriculum Consultants, trained as change agents, will complement the project by assisting in the promotion, evaluation, implementation, and support of educational changes. The consultants are curriculum area specialists; this linkage agent training is not designed to make them generalists, but it should provide them with additional generalist skills.

Linkage Agents

The tasks of the personnel in these roles vary by level. In addition to training, providing assistance, and motivating approximately sixty district representatives, each Area Dissemination Coordinator is also responsible for a large number of specific linkage functions. Based on a SEARCH document, "The Linkage Agent Role and Responsibilities," these functions include:

1) Stimulating demand for the services of the Dissemination Program.
2) Aiding clients.
3) Screening and abstracting information sent from the Clearinghouse for relevance and interest to the client.
4) Delivering information from the Clearinghouse to the client.
5) Posing alternative solutions to the problem from which client may choose or adapt.
6) Referring clients to other consultants for addtional help and making contacts with the consultant if required.
7) Helping with "field trials" of innovations.
8) Aiding in efforts to evaluate innovations resulting from the project.
9) Setting up or conducting "self-renewal" activities for school staffs to aid them in developing innovations, and keeping up-to-date.
10) Feeding-back results of program trials, client needs, identified innovative practices, and evaluation data.

The local district representatives are responsible for request negotiation, publicizing the services available, helping identify needs, and assisting in formal follow-up. The approximately ninety school librarians involved provide building level contacts and aid in publicizing Project SEARCH.

Creating Client Awareness

Kentucky also utilizes a wide range of nonpersonalized linkage devices "designed to address needs identified through Departmental assessment mechanisms and to address topics for which information has frequently been requested." One important latent function, publicizing the service, is also provided by these linkage tools. Five of these mechanisms are especially important: selective dissemination of information, special reports, conferences and workshops, access to Kentucky's Educational Television network (KET), and utilization of the SEA Office of Communication Services. Selective dissemination involves the preparation of abstracts from major ERIC documents and the promising programs file and sending them to appropriate clients, identified by linkers, on a bimonthly basis.

Four special reports will be prepared during FY 1977 in priority of high request area. These papers will be written by project staff in consultation with Curriculum Specialists and linkage agents. The FY 1977 proposal suggests a series of conferences and workshops to be held throughout the state in areas of regional priority. Delays in second year funding and

SEA reorganization slowed the development of plans for these activities.

Dissemination through KET is also still largely in the planning stage. In later years, the Project hopes to be able to use KET's developing interactive capabilities for closed circuit presentations and training, and also produce a series of programs on educational innovation. Office of Communication Services efforts are being used primarily to develop and preserve good communication with LEAs and to advertise Project SEARCH and the services it can provide.

Priorities

The leadership of Project SEARCH has a clear view of the relative importance of possible linkage component objectives with priorities paralleling the SEA emphasis on LEA services. For example, creating client awareness, assisting clients, and developing a personalized linkage system currently are perceived in Kentucky as more important than either the development of non-personalized linkages or the growth of reciprocal communcation channels among state educators. These relative priorities are reflected in the FY 1977 activities of Project SEARCH, with special emphasis given to publicizing the service, training the Departmental Curriculum Coordinators as change agents, and increasing the skills of the local district representatives.

LEADERSHIP

Project Director

As in a number of other State Capacity Building Projects, the Project Director is a high ranking SEA official devoting only a portion of his time to this specific effort. The current Project Director is also the head of the Office of Special Programs and Services. Since he reports directly to the Deputy Superintendent, the project occupies a highly visible position within the SEA.

Responsibilities for project operations are divided functionally among three individuals: a project manager, a unit manager directing information storage and retrieval services, and another unit manager for dissemination who coordinates linkage activities. The current project manager took over the position in 1976.

Planning and Coordination

In Year 2, Kentucky's Project SEARCH added leadership development as a major goal. Because the dissemination requirements of many federal and state programs have been uncoordinated, one of the major efforts in FY 1977 is "to establish a Departmental Dissemination Coordinating Council charged with the responsibility for developing and implementing a coordinated dissemination program in the Kentucky Department of Education." (KY.2)

The council is chaired by the Head of the Office of Special Programs and Services (who is also the SEARCH project director). Figure 6b listed the other SEA personnel who are on the council.

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This council, convening monthly, is to use NIE's definition of dissemination as a guide to inclusion or exclusion of activities. Utilization of this council will permit the dissemination function to remain in contact with program personnel and unique program needs, yet allow coordination of activities and various program dissemination monies. Other leadership strengthening activities used by the project in FY 1977 include monthly staff meetings; publication of a bimonthly newsletter; revision of routing, follow-up, and notification forms; and publicizing and promoting the services provided.

Evaluation

Until the current year, evaluation activities were not fully infused into other project functions. The current project manager, formerly in the Evaluation Unit, seeks to accomplish this task and is developing methods and instruments for the collection and utilization of data. Planned areas for evaluation in FY 1977 include information request procedures used by the staff and district representatives, training and participation of the Curriculum Consultants, Special Report usefulness, and the effectiveness of the Departmental Dissemination Plan.

Priorities

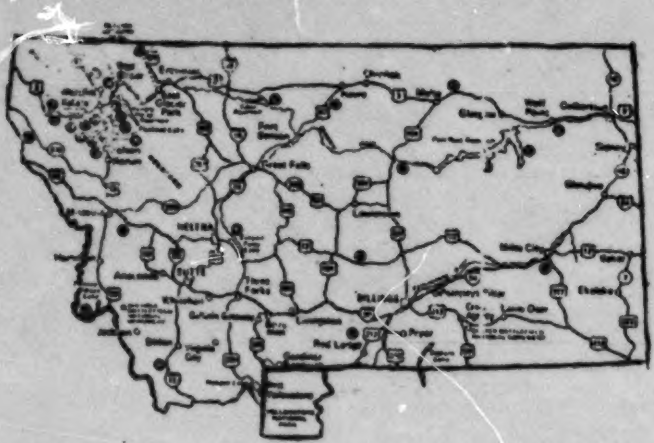
As pointed out above, Project SEARCH did not emphasize leadership component objectives in its first year. Based on experiences in FY 1976, the project staff now sees such objectives as managing the program, gaining SEA support, and coordinating SEA-wide dissemination activites as being quite important. On the other hand, objectives such as using a cost sharing system and developing incentives for knowledge utilization are currently unimportant.

OBSERVATIONS

Until current reorganization efforts are completed, it will be difficult to adequately describe, much less analyze, the Kentucky dissemination effort. Nonetheless, a few points do seem clear. First, even though reorganization can lead to some temporary confusion, it can also be an effective management tool. In its attempts to coordinate dissemination activites, for example, Project SEARCH has faced very few battles over "turf." In fact, with the development of the Departmental Dissemination Coordinating Council, such battles should remain rare. The inclusion of a representative from the Bureau of Vocational Education on the Council could ensure that all major SEA dissemination efforts would be subject to overall coordination.

This may not mean an end to management difficulties, of course, or even an elimination of future intramural battles. For example, there appear to be few means to coordinate the linkage activities of the Curriculum Consultants beyond mutual desire and provisons for joint staff meetings. Organizationally, the connections between the Office of Special Programs and Services and the Bureau of Instruction are either indirect or based on the physical proximity of some staff. Further, as has been the experience in some other states, Vocational Education dissemination efforts may not easily be brought under the common umbrella.

As mentioned in the opening section of this chapter, the current Superintendent is moving the SEA toward a LEA service mode. This is clearly reflected in the priorities the project has given to possible objectives. The development of awareness among potential customers, the provision of information to clients, and the implementation of a personalized linkage system have been rated as critical to the project. Based on its major goals, these are seen as relatively easy to achieve. Such moderately important leadership objectives as integrating the SCBP with other dissemination plans, gaining support for the project, and planning a comprehensive dissemination program are seen as relatively difficult to attain; however, further expansion of the project's resource base and increased response to information requests are currently seen as being of lesser importance and moderately easy to accomplish. These priorities clearly reflect the current foci of the project with its already established resource center, its current organizational efforts, and its emphasis on service to the LEAs.



7

MONTANA
PROJECT EXCHANGE

CONTEXT

Significant State Characteristics

To understand the implementation strategies used by Montana's capacity building project, Project Exchange, one must first take notice of the unique problems to be faced by any statewide program initiated by the SEA. These problems can be summarized quickly: a large area, a small and dispersed population, and a lack of SEA resources commensurate with those demographic characteristics. Scattered among the state's 147,000 square miles are about 800,000 people, giving a density of roughly five people per square mile; further, most of these people live in the western part of the state, leaving the east even more sparsely populated. Montana has no cities with more than 60,000 people.

The following data will further emphasize the isolation and dispersion of the population: there are approximately 175,000 students, or a little more than one per square mile, scattered across 600 districts; these students attend fewer than 900 schools; 120 schools have only one teacher; and just five of the districts are located in areas having a population larger than 20,000. To reach the classroom teachers in each Montana school with the newest in educational programs and research is clearly a monumental task.

One factor complicating any current effort to describe the Montana State Department of Education is the change in administration resulting from the election of a new Superintendent of Public Instruction. The new Superintendent began her duties on Jaunary 3, 1977. As a result, some material gleaned from a visit to Helena in December, 1976, already may be obsolete, though Project staff expected few changes in its operations.

The SEA is not particularly large, only 250 work in the Helena offices; of these, approximately 150 are professional staff. One distinct advantage stemming from this small size is informality coupled with relatively frequent and easy access up and down, and across, the organization's structure. Figure 7.1 presents the organizational structure used beginning in January, 1977; the changes in structure that have occurred have had no important effects on the Project Director's access to policy makers.

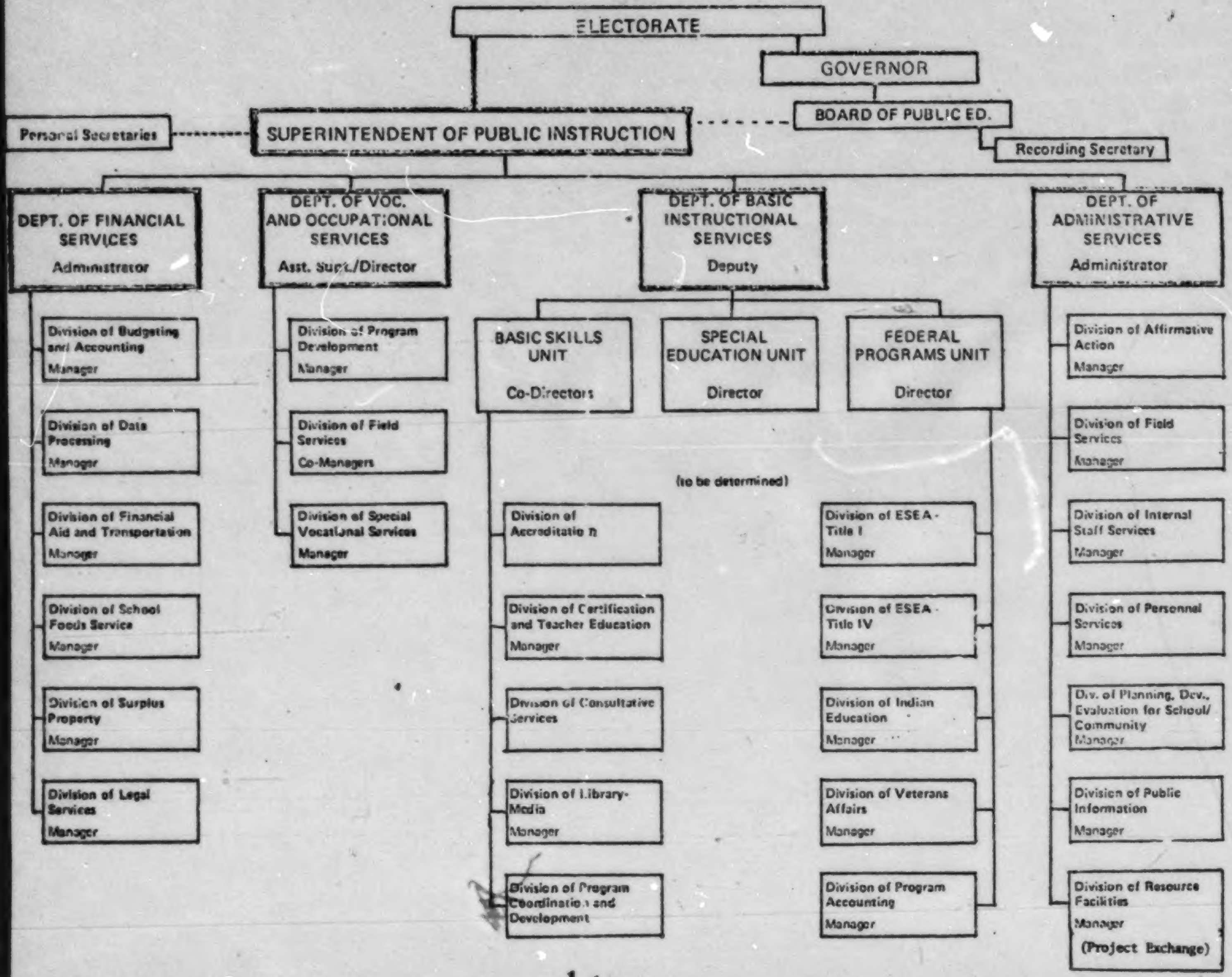
The SEA has developed optional assessment tests for fifteen educational goals developed by panels of Montana citizens. Project Exchange personnel anticipate that needs identified by these tests will lead to requests for appropriate information. As larger numbers of LEAs adopt the assessment process, the number of requests should increase further.

Prior Dissemination Efforts

When Project Exchange was initiated in July, 1975, Montana was already involved in a variety of dissemination efforts; these efforts, however, were uncoordinated and decentralized.

Figure 7.1

Organizational Placement


ELECTORATE
GOVERNOR
BOARD OF PUBLIC ED.
Recording Secretary
Personal Secretaries
SUPERINTENDENT OF PUBLIC INSTRUCTION
DEPT. OF FINANCIAL SERVICES
Administrator
DEPT. OF VOC. AND OCCUPATIONAL SERVICES
Asst. Supt./Director
DEPT. OF BASIC INSTRUCTIONAL SERVICES
Deputy
DEPT. OF ADMINISTRATIVE SERVICES
Administrator
Division of Budgeting and Accounting
Manager
Division of Data Processing
Manager
Division of Financial Aid and Transportation
Manager
Division of School Foods Service
Manager
Division of Surplus Property
Manager
Division of Legal Services
Manager
Division of Program Development
Manager
Division of Field Services
Co-Managers
Division of Special Vocational Services
Manager
BASIC SKILLS UNIT
Co-Directors
SPECIAL EDUCATION UNIT
Director
FEDERAL PROGRAMS UNIT
Director
(to be determined)
Division of Accreditation
Division of Certification and Teacher Education
Manager
Division of Consultative Services
Division of Library-Media
Manager
Division of Program Coordination and Development
Division of ESEA - Title I
Manager
Division of ESEA - Title IV
Manager
Division of Indian Education
Manager
Division of Veterans Affairs
Manager
Division of Program Accounting
Manager
Division of Affirmative Action
Manager
Division of Field Services
Manager
Division of Internal Staff Services
Manager
Division of Personnel Services
Manager
Div. of Planning, Dev., Evaluation for School/Community
Manager
Division of Public Information
Manager
Division of Resource Facilities
Manager
(Project Exchange)

Among the materials produced and distributed by the SEA were *Montana Schools* --a monthly newsletter sent to all educators-- program newsletters and curriculum guides provided to specific audiences, and standard statistical and financial data summaries. Montana also had a limited computer ERIC search capability through a contract with the Northern Colorado Educational Board of Cooperative Services (NCEBOCS). Since the staff library, primarily serving SEA personnel, was not established until 1974, the range of available periodicals and other sources was limited.

A number of human resources were utilized by the SEA, as well. Among these, the most important were subject matter specialists in the Basic Skills division. Beginning in 1972, these personnel shifted from an emphasis on specific subject areas to a stress on process/generalist roles. Staff in the other SEA divisions were similarly accessible sources for particular information requested by LEAs.

Prior to July, 1975, there were also a number of extant linkage mechanisms in addition to those statewide or selective dissemination efforts listed above. SEA-sponsored regional workshops, a toll-free "hotline" reference and referral service, and the activities involved with the statewide implementation of the Montana Educational Assessment and Basic Quality Education Programs were the most significant of these.

Some dissemination training of SEA staff occurred prior to project initiation,although it was limited in scope. A one day workshop for about seventy-five persons was conducted by NCEBOCS in 1974, covering information retrieval and management. The change process model developed by the Rural Education Program of the Northwest Regional Educational Laboratory (NWREL) was explained to about fifty professional staff between 1972 and 1974.

Before Project Exchange, only limited attempts were made to evaluate "dissemination." Participant "feedback" was obtained from those attending regional conferences; SEA publications generally included a follow-up form and efforts were well developed to measure the effectiveness of training sessions. Pointed recognition of the need for statewide evaluation of the dissemination function was included in Montana's First Year Capacity Building Grant proposal.

OVERVIEW OF THE PROJECT

At the end of 1976, the organizational structure for Project Exchange was not clearly formulated. The director of the project since its inception (who was also Assistant to the Superintendent under the administration ending in January, 1977) took leave to take a position outside the state. Further, the election of a new Superintendent of Public Instruction was likely to lead to some policy and structural changes in the SEA. As of this report, the only relevant change has been in the organizational location of Project Exchange.

The previous Project Coordinator assumed the position of Project Director in December, 1976, but the policy level access accorded to the previous Director, as a result of her also being the Assistant to the Superintendent, is no longer present.

As Figure 7.2, the organizational chart for Project Exchange, shows, this has not meant placing any additional formal levels between the Project and the Superintendent.

Within Project Exchange the Project Director has overall responsibility for managing the activities of the Resource Center and coordinating the extension agents. He also coordinates the efforts of the project evaluator with the Division of Program Development and Evaluation. He also must coordinate field team operations with the other appropriate SEA offices in which participants are based. The Project's evaluator splits his time between Title IV and Project Exchange, thereby linking the innovative program efforts of the former with the dissemination activities of the latter. The Resource Center is staffed by two reference retrieval specialists and support personnel. The Director also provides a linkage with the Division of Public Information.

Goals and Objectives

In general terms, Year 1 provided a period for planning and piloting activities for expanded implementation in the remaining four years of the project in which federal assistance is anticipated. For example, during the Project's first year, the staff concentrated on identifying resource needs and developing plans for improving the resource base; in the second year, the resource base is being improved. Similarly, in Year 1, linkage activities focused on nineteen Pilot Site agents in Missoula County; this year, eighty additional agents from throughout the state will be selected and trained. In a like manner, leadership concerns in the second year carry forward and expand the activities begun in the first. Figure 7.3 summarizes

FIGURE 7.2

PROJECT EXCHANGE ORGANIZATION

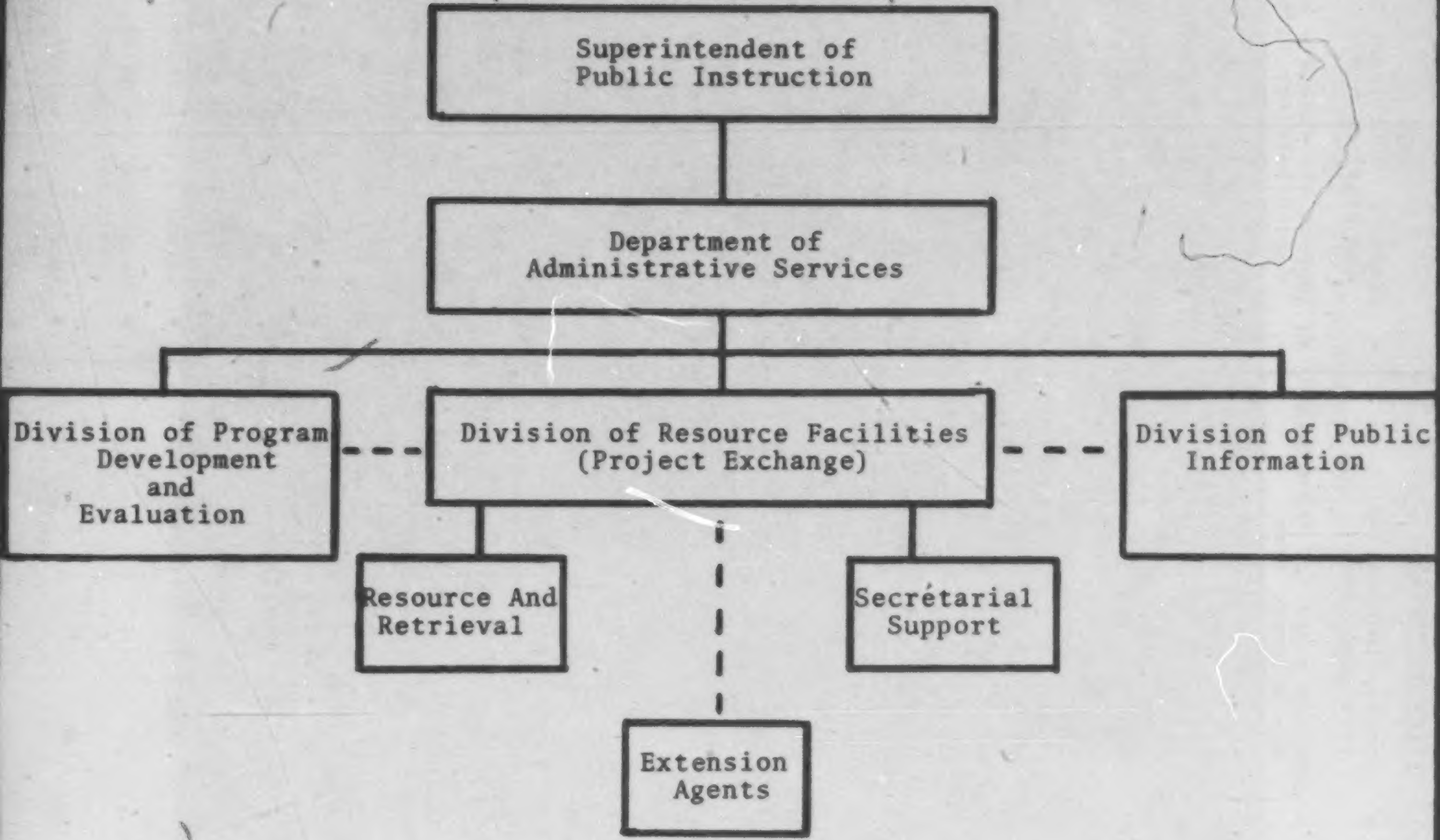

Superintendent of Public Instruction
Department of Administrative Services
Division of Program Development and Evaluation
Division of Resource Facilities (Project Exchange)
Division of Public Information
Resource And Retrieval
Secretarial Support
Extension Agents

Figure 7.3
Matrix Listing-Objectives By Components for Montana

Year 1	Year 2
Information Resources	
• Identify information resources needs	• Identify additional resource and staffing needs
• Develop plans for improving the resource base	• Improve the resource base; expand holdings in humanistic and Indian education
	• Identify and contact potential information vendors
	• Develop a file system for human resources and promising practices
• Prepare information packets in areas of identified need	• Prepare 6 information packets for statewide or selective dissemination
Linkage	
• Train selected agency and field staff as linkers in the pilot site	• Train twenty additional agents in Missoula County
	• Train forty additional agents, concentrating on isolated districts and districts on, or adjacent to, Indian reservations
	• Train twenty agents from Special Education Regional Services, thirteen Learning Resource Centers
Leadership	
• Develop goal-based planning model as a context for information services and the coordinated implementation of the Montana Educational Assessment Program and the Basic Quality Education Study	• Begin to use the Montana Education Assessment Program as a context for some dissemination activities
• Pilot and assess a planning and information sharing model in Missoula County	• Expand and assess a planning and information sharing model in additional LEAs in Missoula County and elsewhere in the state
	• Identify cost recovery options
	• Establish and maintain liaison with other agencies
	• Identify incentives for resource utilization by LEAs
	• Explore intermediate unit/ regional service possibilities
	• Evaluate Resource Center utilization and services

changes between the first and second year Project Exchange objectives.

This overall flow from planning to implementation has not been without its problems. For example, the development of a goal-based planning model, piloted by the Task Force in Missoula County, faced so many difficulties that full implementation has been delayed pending renewed interest by county personnel. These "problems" also have had their benefits. Perhaps the most important of these is reinforcing the perceived need to "go slow." Certainly the flood of requests taught the Project staff that resource base development must keep pace with the expansion of linkage services.

Programmatic Change

A number of significant shifts, beyond those already marked above,have taken place in Project Exchange. These have occurred as a result of the experiences of the first year, the consequences of planning, and the impact of changes in the context of public education in Montana.

Among the changes due to experiential learning, three seem to be particularly important. First, in its initial year, efforts of the Missoula County Task Force were not successful enough to justify expanding the use of the model into other areas in the state. As originally conceived, this Task Force was composed of eleven representatives from the LEAs and was assigned a variety of educational goals. The primary one was to "field test" a goal-based planning model for implementing Montana's assessment program and the recommendations of the Basic Quality Education Report. This was to be done within the context of solving a current multi-district educational problem. Project Exchange was to supply the necessary information on request, and further, six professional staff personnel from the SEA served as a Field Team to provide expertise. The effort was, at best, only partially successful. As a result, development and testing of such a model in Missoula County are in a "holding pattern."

A second change resulting from first year experiences is a current effort to quickly update and expand the materials of the Resource Center and increase its staff. After pilot site extension agents were trained, the initial flood of requests required virtually the entire Project Exchange staff to work full time on responding to requests temporarily. Currently, and in the next few years, Project personnel are prepared to slow or even suspend extension agent training activities, if necesary, rather than risk user disappointment. The third shift resulted from recognition that the budget for responding to requests was too small to serve the entire state. The result has been an exploration of cost-sharing options so expenses can be partially met by LEA clients.

Some changes have occurred by prior plan. For example, pilot site activities, per se, are being phased out. Activities in Missoula County will be expanded but not in a "pilot site atmosphere." Project staff will devote their energies to training Extension Agents in isolated districts and in those LEAs with high concentrations of Indian students. Trained agents in Missoula County have conducted the training for the twenty additional linkers to be assigned there; Project staff will only monitor and assist when necessary. In a state like Montana, this trainer-of-trainers stance is one of the pragmatic ways to develop a comprehensive linkage system in a few years.

Another planned change is the expansion of the resource base to include files of promising programs and practices in Montana and of human resources available in the SEA and elsewhere. Further, the promising practices file will foster coordination with the Title IV efforts; before going forward with this, Project Staff are awaiting the Regional Exchange efforts of the Northwest Regional Educational Laboratory.

The current educational change activities in Montana have helped revive interest in the establishment of intermediate units. Project Exchange personnel are beginning to explore regional service options used in other states.

INFORMATION RESOURCES

Resource Base Development

During the Project's initial year, the SEA staff library was reorganized into a Resource Center capable of responding to information requests from the new LEA clients. In part, the directions for improvement have been induced by the state. For example, to aid LEAs' implementation of new programs in meeting official SEA educational goals, the Resource Center has located sources related to humanistic education and Indian studies.

Beyond developing resources in those areas, major advances have been made in six different directions. The search services previously conducted by NCEBOCS have been supplemented by a new contract with the San Mateo Educational Resources Center (SMERC), with some additional service purchased from the Educational Resources Center (ERC) in New Haven, Connecticut, for resources in humanistic education. No direct terminal connection is available within the Resource Center; some searches, however, have been conducted through the facilities of Montana's Department of Revenue. Plans for developing such an in-house capacity are continuing. The major problem for Project Exchange is telecommunications cost--Helena is a long way from nearly all information vendors.

A second area of improvement is the coordination of existing SEA holdings. The Resource Center is not seeking to include all materials within its walls; for one thing, even with the recent move to a new location, there is simply not enough space available. Project staff are attempting to develop a central cataloging capacity for existing and new materials; thus, when requests come in, they can be referred to the information holder.

The third route being taken by Project Exchange is expansion of the Resource Center's ERIC collection. Until the past few months, budgetary constraints had restricted ERIC resources to those available from a recent monthly subscription. NIE has now presented the past three years' collection to the Resource Center, helping to fill this gap. Related microfiche problems, such as a limited number of readers in the elementary schools (most high schools have reader printers), are being dealt with as funds become available and through loans from other sources.

Project Exchange also is attempting to develop a file on promising programs and practices in Montana. Only a small amount of Project funds are being devoted to this effort; most of this activity's budget comes from ESEA Title IV and time "donated" by SEA personnel. The programs are being identified by SEA program and subject-matter supervisors and are being recorded under Title IV contract; Project Exchange is providing coordination. The result will be a set of ERIC-compatible program abstracts.

Development of a Human Resources file is the fifth activity. This is probably the least advanced of the six efforts; currently, the Project Director is attempting to locate as much information as he can on the systems and experiences of other states. He clearly recognizes the problems inherent in Human Resources, such as possible client disappointment, the time and effort required for updating, and the need for clear selection criteria. Further, request referrals to SEA curriculum specialists have not been a notable success. The specialists report that clients rarely utilize their services and that the questions they are asked are not clear. These difficulties are being addressed in meetings between the specialists and Project staff.

The sixth major effort to develop the resource base is an attempt to match collection acquisitions to perceived information needs. A pilot user information needs study has been conducted. Information from it and from monitoring requests will provide guidelines for future growth. As these data become more comprehensive, Project Exchange will be able to tailor its acquisitions to meet the needs of its clients.

Responding to Client Requests

When pilot site linkage activities began, Project Exchange found itself unable to meet demands efficiently. This led to three improvement efforts. First, planned staff increases are being reassessed. Second, as noted above, searches are now contracted with SMERC and NCEBOCS. It still takes about three or four weeks to process requests, but at least, all the requests are being processed. When Project Exchange obtains its own on-line capacity, response time should be cut by one or two weeks. Third, Resource Center operations have been increasingly mechanized and routinized to help speed processing. The addition of a memory typewriter, more efficient filing systems, and better routing forms have taken some of the pressure off the staff, giving them more time to devote to each request. Besides providing computer searches through SMERC and NCEBOCS, the Resource Center also conducts hand searches of available material and refers requests to appropriate specialists.

Perhaps the most important lesson learned by Project staff in the first year was that the ability to respond to requests must keep pace with the rest of the system's capacity to stimulate them. Gradualism in linkage implementation is the result: "special caution is being exercised to add extension agents -- and, therefore, potential clients--in increments manageable for Resource Center staff and holdings. Concern for 'overload' is ever-present, and plans will be adapted as problems occur." (MT-2).

Products

In addition to the search responses, the primary product efforts of Project Exchange are concentrated on the development of a series of proactive information packets to be made available either state-wide or to special interest audiences.

Topics for these packets are selected in response to identified information needs. The information included is based on available resources and computer searches, and is developed in collaboration with the appropriate SEA subject-matter specialist(s). In the Project's first year, a packet on Metric Education was planned, and according to the second year proposal, six additional packets were to be prepared and disseminated.

Priorities

The relative information resource emphases indicated above are mirrored in the priorities given by Project staff to possible objectives. For example, the development of the resource base was seen to be more important than responding to requests, a result which reflects the recognition that resource base growth must keep pace with increases in the numbers of requests.

More narrowly, coordinating existing resources, responding to incoming requests using a variety of resources, and developing a strategy for resource development are all high priority objectives. Responding to requests with additional ERIC resources, assigning priorities to requests, putting information back into ERIC, and achieving the fastest possible request/response turnaround are not now receiving emphasis.

LINKAGES

Linkage System Development

Using NIE's definition of dissemination as a starting point and adding a variety of theoretical insights from the literature on educational dissemination, combined with Montana's experiences in the Interstate Project on Dissemination (IPOD), Project Exchange has begun the development of a comprehensive linkage system emphasizing close proximity of the agent to the client. The linkers, or extension agents, continue in their current roles and remain within their own institutional context to promote familiarity and ease of access to potential clients. This facilitates the two-way information flow as well as saving resources. The first set of extension agents was deliberately selected from a variety of role positions in order to judge the relative effectiveness of different placements before moving toward statewide implementation.

In the Project's first year, nineteen extension agents were appointed by LEA superintendents in Missoula County, the pilot site. These agents did indeed represent a wide variety of positions, from the county superintendent to librarians. That year's experience showed that building level personnel were generally the most effective in stimulating requests. These nineteen received two separate training experiences--a basic training session, followed by one focusing on skill building; both utilized Project staff and outside consultants.

The extension agent program is being expanded in three different directions during the second year. First, twenty additional linkers have been trained in Missoula County by the first year linkers. This expansion will allow coverage of some of the small, rural schools and a number of other elementary schools not included in the pilot effort. Second, about forty agents have been nominated by superintendents in other areas of the state. About half of the positions are in geographically isolated schools and those with substantial Indian populations. All of these new linkers are being trained by Project staff with the training based on first year experiences. Some training by pilot site agents and/or outside consultants may also occur. Third, about twenty more agents have been selected within the thirteen Special Education Regional Services Learning Resource Centers; these were trained by state staff.

Two additional linkage efforts appear important. The Task Force and Field Team effort described above is awaiting a renewal of interest among Missoula County participants. In addition, the Project Director hopes for further coordination between his extension agents and the SEA's Curriculum Specialists by improving the flow of information to the specialists especially in planning for workshops.

Linkage Agents

The agent's role as agent is largely defined by the tasks he is asked to perform. These tasks include publicizing the service, helping identify promising programs, receiving and negotiating information requests and relaying them to the Resource Center for their twenty or so clients, delivering the responses, and assisting clients in using the material, ordering additional information, or renegotiating the question, when necessary.

Extension agents serve in a variety of role positions within their districts. They are recommended to be linkers by LEA superintendents using a set of criteria developed from a review of the linkage literature and the Project's first year experience. These include having credibility with peers, having had a variety of educational experiences, possessing good interpersonal communication skills, having an inclination toward innovation, and a flexible schedule. For the forty new positions opened state-wide, LEA superintendents were also told that the LEA is responsible for providing released time and a portion of the travel costs for training. Project Exchange has offered to help LEAs in identifying and recruiting extension agents.

The training sessions have been designed to cover the tasks required of the extension agent. A two-day session will inform the nominees of the objectives and operations of the system and will provide such basic skills as request negotiation and assisting with the utilization of the response. The second session, held four to six weeks following the first, concentrates on building new skills and strengthening the old. Most training materials have been developed within the SEA; prepackaged commercial resources are being de-emphasized.

Creating Client Awareness

Until the beginning of the 1976-77 school year, Project Exchange deliberately downplayed publicity. The staff felt that developing awareness before the rest of the system was geared up to meet demands might easily lead to client dissatisfaction.

Consequently, first year efforts were concentrated on only those pilot site schools with extension agents.

With the initiation of wider activities during the second project year, some publicizing efforts became necessary. In particular, LEA superintendents and potential linkage agents have become aware of the program's services. The main vehicle for accomplishing this was a front page article, "Project Exchange - The Montana Connection," in the September issue of Montana Schools. The article detailed the objectives and operations of the project and, perhaps more importantly, included enthusiastic comments from some of the pilot site Extension Agents. Since Montana Schools is sent to all teachers, board members, and educational associations and organizations in the state (and is apparently well received), this publicity attempt was probably quite effective.

Further, the previous Superintendent sent a letter to all county and LEA superintendents and principals in December, 1976, briefly describing Project Exchange and requesting extension agent nominations. Conferences and workshops conducted by the Curriculum Specialists, the dissemination of information packets to special interest educators, and the activities of the extension agents themselves also serve to create awareness among potential clients.

Priorities

Developing a personalized linkage system and fostering two-way communications are presently viewed as important program objectives. Creating client awareness is seen as only moderately important which, given that the Project is not trying to "blanket" the state,appears reasonable. Low priorities are given presently to assisting clients and using nonpersonalized linkages. These relative levels of importance are clearly reflected in current Project activities.

Project Exchange is committed to establishing a coherent linkage system that can deal effectively with requests now. As discussed above, Montana's approach is a gradualistic one; in the area of linkage, structure is prior to service.

LEADERSHIP

Project Director

As mentioned earlier, the current Project Director has only been in that position since December, 1976. Prior to that he served as the Project Coordinator beginning in August, 1975; in that role he became familiar with all facets of the dissemination program. Therefore, no serious problems are likely to develop within the Project. One possible disadvantage of this personnel change is a decrease in accessibility to the Superintendent; the previous director was also Assistant to the Superintendent.

The Project Director's primary responsibility is for program coordination. He oversees the activities of the extension agents and manages the request/response process. However, he must rely on cooperation from the Public Information Division and the Curriculum Specialists to accomplish his tasks. For this, strong policy-level leadership support is necessary.

Planning and Coordination

The Project Director feels that achieving the overall objectives set by Exchange will not be easy, if for no other reasons than those of geography and a small, dispersed population. An active commitment, combined with careful long-range planning, is viewed as necessary for success. The commitment of Project staff is high. Further, those involved with Project Exchange have attempted to develop plans for reaching their goals. At present, however, these plans are still somewhat fragmentary; they are detailed in some areas, hazy in others, but an overarching master plan is being developed. Nonetheless, the overall goals (or the general operationalizations of dissemination) in Montana are clear. As stated in the First Year Proposal, these include the following:

> The agency seeks to improve educational opportunity in Montana by overcoming communication problems caused by isolation and population dispersion; enhance agency leadership and management arrangements which facilitate provision of services and resources to Montana educators; increase the access to, flow and exchange of validated information among producers and users of such knowledge; and strengthen the capacity of local educators to utilize the products of research and development in planning and implementing educational practices.

Given NIE's funding limitations and the planned phase-out of its grants, and given the budgetary constraints faced by any state (and exacerbated in Montana by its unique problems), plans to achieve budgetary stability while still achieving the stated goals have had to be fairly well detailed. Presently, NIE grant monies are being used primarily in developmental or experimental activities; most long-term operational functions and most staff are funded from other sources. As a result, Project Exchange will be able to continue at least some of its efforts following the NIE grant period. Current nongrant funding will not permit much expansion ; however, to reach the overall goals, two distinct objectives must be achieved. The first may involve developing a cost-sharing system requiring client LEAs to help support information search costs. The second is the need for additional state funding. Plans in this regard are aimed at the 1979 legislature; some advocacy measures are already underway and project evaluation activities are geared toward that session.

The implementation of Montana's optional Educational Assessment Program, should help create client incentives to seek information. Tests have been developed for measuring the attainment of the fifteen educational goals, and during this year, all schools have the opportunity to participate in the assessment process. The results will undoubtedly create a new set of LEA information needs. Project Exchange and other SEA personnel are now preparing to respond to the requests that likely will follow.

Evaluation

Project Exchange is developing a broad range of evaluation activities. During FY 1976, the Project Assistant (for evaluation) served in a full time evaluation capacity; he is now assigned to the Project on a half-time basis during Year 2. Major foci for these efforts have been the assessments of information needs and available resources, request frequencies by topic and by type of client, effectiveness of extension agent training programs and of their different role positions, and client satisfaction, among others.

All these have been undertaken with special sensitivity to differences among types and sizes of schools, rural/urban settings, and degree of geographic isolation.

Priorities

The most important current leadership objectives for Project Exchange are concerned with developing the ability to cope with expansion. For example, gaining support for the project (especially among SEA leaders), planning, and the integration of the project with other Montana dissemination activities are given high priorities. Even though they will probably become important later, such objectives as using a cost-sharing system, using incentives to stimulate LEAs, and implementing an SEA-wide dissemination program are now relatively less important.

OBSERVATIONS

When one considers the magnitude of the problems faced in Montana, Project Exchange appears to be moving in the proper directions with as much speed as could be desired. Probably most importantly, the Project staff is aware of the problems they face, especially the two that seem most critical -- the need to expand the Resource Center commensurate with increased resource requests and the need to prepare now for the termination of the NIE grant by gaining support for the program.

Certainly there are some other potential problems as well, such as the quality of linker training, slow request/response turnaround, reaching small, isolated schools, and managing what will eventually become a rather large, complex system. If the performance during the first year can be used as a guide, however, it would seem that these problems can be met should they arise. To do so may require some changes, but such shifts should be minor.

The Project's objective priorities, taken as a whole, mirror current activities and emphases. Gaining support for the program, developing the resource base, and implementing a personalized linkage system are seen as very important at this time. Of these three, only the first was also perceived as being particularly difficult to achieve. Other objectives seen as important or as becoming important include responding to requests, using cost-sharing mechanisms, and developing nonpersonalized linkages.

ST. LAWRENCE LOWLAND
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HUDSON-MOHAWK
LOWLAND
ATLANTIC
COASTAL PLAIN

1977

8

NEW YORK

EDUCATION PROGRAMS AND STUDIES INFORMATION SERVICE (EPSIS)

CONTEXT

Significant State Characteristics

New York's State Capacity Building Project is located within an already established unit of the state education agency, the Education Program and Studies Information Service (EPSIS). To understand the design and development of this project, a brief description of the context within which it developed is first useful.

Serving the state with the second largest population, New York's education system is large and complex. It is also relatively unique. All public and private education, from elementary through higher education, and including state libraries and museums, are organized in one entity--the University of the State of New York. The system is governed by a legislatively appointed Board of Regents and an appointed Commissioner of Education, who serves as the chief executive officer of the Board.

The state education system includes 745 school districts organized into 44 regional areas, Boards of Cooperative Educational Services (BOCES), and 6 large urban areas. The

BOCES system was established by state law and is supported in part by state funds. BOCES operate primarily as intermediate service areas administered by participating local districts rather than as regulatory extensions of the SEA. The Department of Education influences the operation of the BOCES through fiscal support, approval of the appointment of the BOCES district superintendent, and through approval of BOCES activities and services. This organizational structure serves 5 million students and 300,000 teaching and administrative staff at the local school district level. The organizational chart presented in Figure 8.1 illustrates the current structure for the SEA and the location of EPSIS within the structure.

The State Education Agency

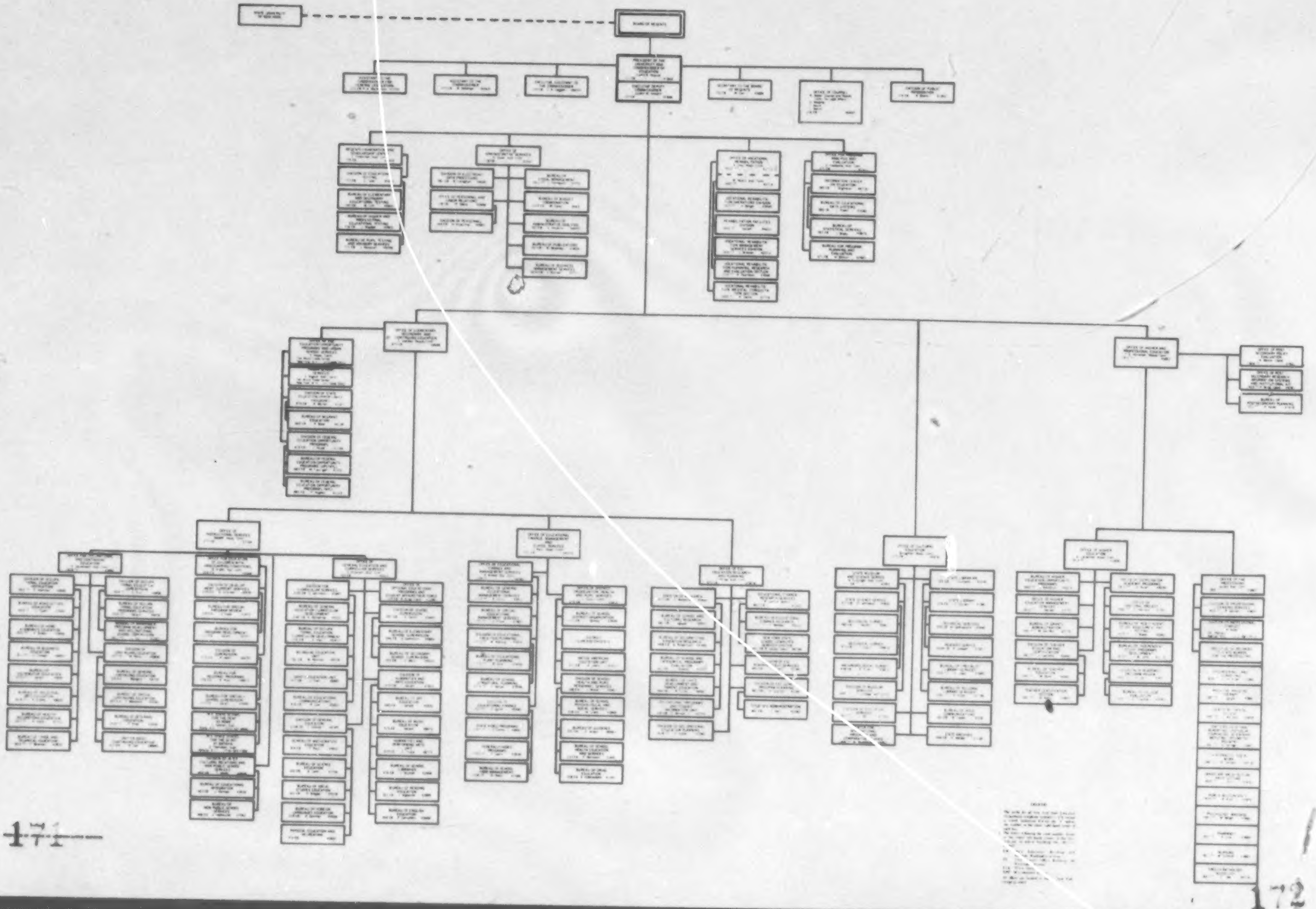
With nearly 3,500 staff and more than 100 offices, bureaus, and units, New York's State Education Department is one of the largest in the country. Elementary, Secondary, and Continuing Education (ESC) are administered by a Deputy Commissioner. Major offices for Instructional Services and Educational and Fiscal Management and School Services are administered by associate commissioners. An additional five offices for Occupational and Continuing Education, Education of Children with Handicapping Conditions, General Education and Curricular Services, Educational Finance and Management Services, and ESC Education Research and Planning are administered by assistant commissioners.

Communication among the myriad organizational units is facilitated through meetings of the Commissioner's Cabinet, on which the Deputy Commissioner for Elementary, Secondary, and

Figure 8.1
THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT

SEPTEMBER 1976



Continuing Education and the Associate Commissioners for Instructional Services and Educational and Fiscal Management and School Services sit. Within Elementary, Secondary, and Continuing Education, an Executive Council composed of the Associate Commissioner and all assistant commissioners serves as the coordinating mechanism for programs and activities in these areas. The Deputy Commissioners serve as the coordinating mechanism for programs and activities in these areas. The Deputy Commissioner for ESC chairs this council. It is this latter group which reviews plans and proposals regarding the dissemination activities of the NIE project.

Prior Dissemination Efforts

Prior to NIE funding for capacity building, the SEA had implemented some state-initiated two-way communication and assistance activities directed toward information utilization and change. One such major effort was Redesign, a comprehensive change and improvement program. Following Redesign, the Optional Education Program (OEP) was initiated using regional "OEP reps" to help local district staff determine priority needs, to identify and plan new or improved programs, and to employ strategies to enhance meaningful and long lasting changes.

Working through the BOCES and major cities, the OEP representatives serve as facilitators and brokers between local districts and the SEA, attempting to match district needs to SEA services. Comprehensive dissemination services are offered insofar as one and two-way communication takes place, and the OEP representatives attempt to identify resources (information and otherwise) to help districts address priorities and actually assist districts in implementing and nurturing activities. This kind of facilitator role also is played by SEA staff in most content or services oriented units.

In 1971, the Education Programs and Studies Information Service (EPSIS) was established as one of five units in the Division of Research. EPSIS, with federal and state funds, used the ERIC collection, education journals, newsletters, a curriculum library, and other information resources to respond to information requests from personnel in the SEA, the BOCES, local districts, and institutions of higher education. A computerized retrieval system was used to respond to the growing number of requests. Microfiche and hard copy duplication of documents were also provided by EPSIS.

The EPSIS coordinator was heavily involved in Redesign in 1971 and 1972, serving as chairman of the Redesign Communications Task Force. Since Redesign was an SEA priority, dissemination services were treated functionally across all Department program units. When the Optional Education Program was established to build upon the work of Redesign, EPSIS continued to work with OEP representatives.

In 1973-74, the NIE project directors (the Director of Research and Evaluation and the EPSIS coordinator) served on an Educational Resource and Demonstration Center planning committee which dealt with such functions as information services, linkage functions, inservice training, live instructional demonstrations, and numerous other dissemination activities.

AN OVERVIEW OF THE PROJECT

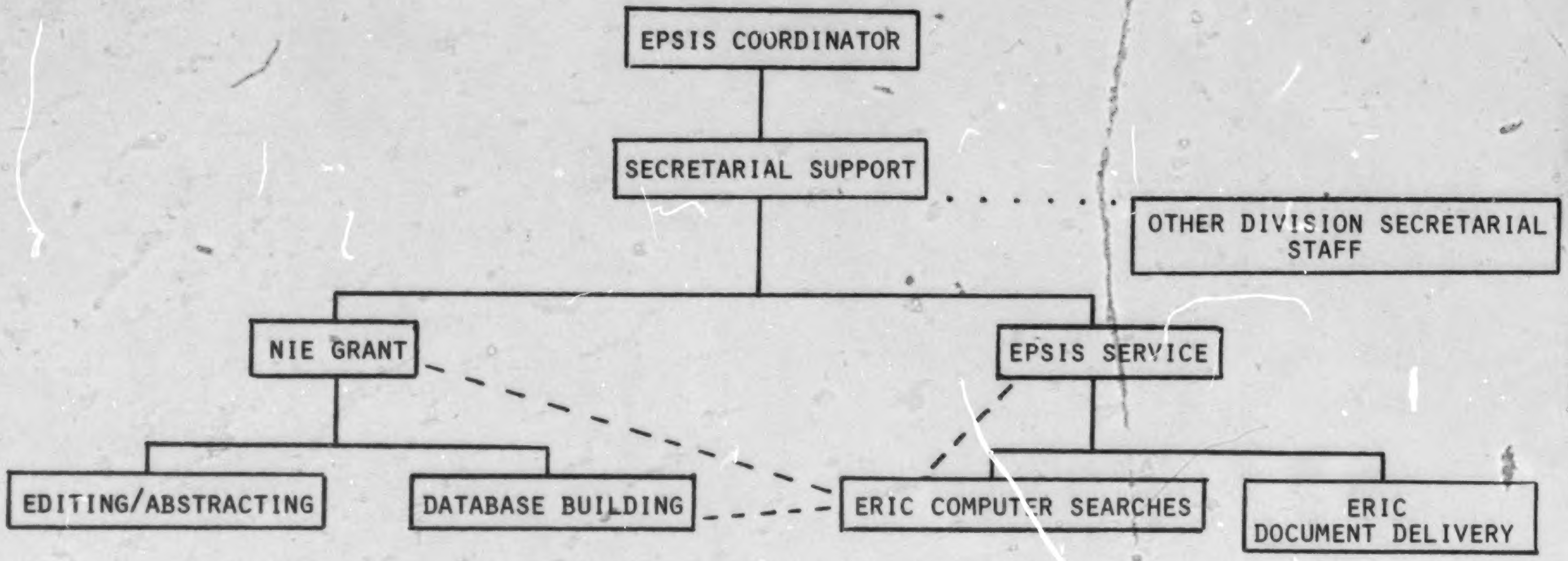
Through its existing information service capacity, the EPSIS staff had identified limitations in the applicability of the ERIC file in responding to the information needs of local practitioners. Gaps in responsiveness were identified in the areas of program/project descriptions and teacher-developed materials. In 1975, EPSIS sought and received an NIE grant to develop a system for identifying, collecting, storing, and retrieving information for both New York programs and teacher-developed materials. EPSIS also sought NIE support to improve and expand its system of field representatives who directed requests from local staff to EPSIS.

Organizational Structure

The NIE project is located within the already established EPSIS unit and is directed by the Director of the Division of Research and the EPSIS coordinator. The day-to-day management of the project is the responsibility of the EPSIS coordinator. Non-NIE funds are used to support this position. In addition to the director, two professional staff work on the NIE project. An additional two persons work in a support capacity. Figure 8.2 is an organizational chart for EPSIS. NIE funds support approximately forty-five percent of the staff costs and about one-third of the total costs for EPSIS operations.

Goals and Objectives

First year activities focused on the design of the two new data bases, a program/practices file, and a teacher-developed materials file. Developing computerized, ERIC-compatible files


EPSIS COORDINATOR
SECRETARIAL SUPPORT
OTHER DIVISION SECRETARIAL STAFF
NIE GRANT
EPSIS SERVICE
EDITING/ABSTRACTING
DATABASE BUILDING
ERIC COMPUTER SEARCHES
ERIC DOCUMENT DELIVERY

ORGANIZATIONAL STRUCTURE OF THE EPSIS UNIT

Figure 8.2

was the primary design consideration. Gaining state support for this project was an overriding leadership concern.

Expansion of the number of field representatives has been an on-going activity since the inception of the project, and extensive training has been undertaken to prepare these persons to direct requests to EPSIS. Such expansion has helped EPSIS increase the number of requests by almost 30 percent compared to pre-project periods. Impact evaluation data collected by EPSIS staff indicates that a substantial number of these requests are part of a problem-solving process, and result, or play a major part, in improvement activities.

During the second year the NIE project will complete both small and large scale testing of the program and teacher-developed materials files. Also during the second year, several activities have been undertaken to institutionalize project activities after the withdrawal of NIE support. These activities involve serving and seeking those programs' fiscal support for such services. Figure 8.3 summarizes the project's objectives for the first and second year.

Programmatic Changes

Because of delays in beginning project activities and procuring staff, design work and initial testing of the program file were delayed until the middle of the second project year. Also, delays and major modifications of the acquisition plan have held up the development of the teacher-developed materials file until the middle of the second project year.

Figure 8.3

Matrix Listing Objective By Components New York

Component	Year 1 Objectives		Year 2 Objectives	
INFORMATION RESOURCES	Programs/Practices File	-Design and develop computerized, ERIC-compatible file of New York programs and practices	Programs/Practices File	-Field test utilization of programs/practices file; improve and expand input procedures
	Teacher-Developed Materials File	-Design and develop computerized, ERIC-compatible file of New York teacher-developed materials file	Teacher-Developed Materials File	-Continue development of file of teacher-developed materials
	Information Services to SEA Program Units	-Provide information services (program and management) to appropriate SEA program units	Information Services to SEA Program Units	-Continue to provide services to appropriate program units
LINKAGE	Train ERIC Linkers	-Continue to train BOCES personnel to serve as information linkers	Train Linkers and Input Personnel	-Continue training of BOCES personnel for directing searches to EPSIS staff and for inputing programs/practices descriptions for file expansion
	Train File Input Personnel	-Train BOCES personnel to input information for programs/practices file		
LEADERSHIP	Evaluation	-Expand and implement monitoring evaluation system	Evaluation	-Maintain comprehensive evaluation system

To supplement ERIC, EPSIS had originally contemplated a third file, one relating to human resources. The development of this file was abandoned because the transitory nature of the file would have entailed costly programming and storage procedures and because the task of developing the program and TDM files proved to be of such magnitude as to extend fully the available staff. For these reasons, this activity was negotiated out of the original project proposal.

INFORMATION RESOURCES

Resource Base Development

Using NIE dollars, EPSIS is developing two relatively unique information resource components: a computerized, ERIC-compatible file of New York programs and practices and a similar file of teacher-developed curriculum materials. Both files will be used in conjunction with ERIC to respond more completely to the information requests of clients, particularly those in schools.

EPSIS field representatives serve as the primary input supervisors for the field-identified material to be submitted for the program and practice file. EPSIS provides training so that program descriptions contain appropriate content and are properly formatted. The 1975 project year was essentially a design and "input" year with the second year (1976) being devoted to developing more formalized acquisition procedures and to field testing the new data bases.

Several SEA program units are submitting descriptions of their programs to EPSIS for inclusion in the program data base. The EPSIS coordinator feels that the program file will have both programmatic and management utility. Program coordinators will be able to search their own "files" to produce reports and analyses. Practitioners will be able to identify program alternatives across the entire file for addressing identified needs.

The file for Teacher Developed Materials (TDM) is being developed using similar design procedures. Input procedures are different because the burden on the EPSIS field representatives was judged to be too great, and because other reliable means were available. The original strategy of working with the teachers' union throughout the state was abandoned in favor of a process whereby the funding/monitoring agency for curriculum materials in the SEA requires that all materials developed through the BOCES be submitted to EPSIS for storage, reproduction,and distribution on microfiche. In this way a substantial amount of formally developed curriculum materials will be funnelled directly into the TDM file for easy access. EPSIS will supply complete documentation for all abstracted entries in the file.

The EPSIS coordinator feels that the two new files will prove technically sound and useful, although the quality of the content of the abstracted information varied considerably. He feels that use of the file by practitioners will, over time, motivate "abstractors" submitting program descriptions to be more specific in their summaries, including relevent information required by the practitioner for many types of decisions.

In addition to the two new files, a small number of files of information dealing with instructional objectives, instructional plans, testing materials, funding sources, and new legislation affecting education will also be "loaded" on the computer for more efficient retrieval. These files have been used manually, and the EPSIS coordinator feels they will be better used if they are searchable via computer along with the more comprehensive files.

Since 1969, special efforts have been made to include SEA publications in ERIC. Since 1971, EPSIS has had this responsibility and publishes an annual list of all SEA publications in ERIC. To date, this effort has resulted in the introduction of over 500 SEA documents into ERIC.

Responding to Client Requests

The major resource employed by EPSIS in responding to client information requests is ERIC. This resource has been the major mainstay for several years. Computer access to the ERIC system is obtained under a contract with a private contractor. While the computer retrieval service is limited primarily to the ERIC data base, the EPSIS coordinator feels that, given available resources, this is both sufficient and cost effective.

While the development of a human resource file was abandoned, EPSIS is planning the development of a reference system whereby clients seeking information may be referred to an appropriate program unit or individual in the SEA for additional information or assistance. By coordinating with other program units, EPSIS is able to direct pertinent information to identified target audiences at the local district level. Through the Vocational Research Coordinating Unit's (RCU) newsletter, EPSIS informs recipients of the availability of selected ERIC documents which may be relevant to their areas of interest. This service is also provided to the higher education community through the EPSIS newsletter and to Health Educators through that unit's newsletter. Response to these services is considered strong, and EPSIS staff are planning to offer the service to other program units. Requests for microfiche are sent directly to EPSIS by readers of these newsletters, and EPSIS mails materials directly to the client. EPSIS maintains records and informs appropriate SEA staff of request data.

Another service which EPSIS provides to a program unit is that done in coordination with the competition for Title IVC development grants. For most of the priority areas identified for IFC funding, EPSIS prepared a brief information "package" related to the content area (e.g., Basic Skills: Basic Writing, K-12; Curriculum and Teaching: Career Education; Management of Learning: Compensatory Education). Each recipient of an RFP for a Title IVC grant may request the appropriate information package(s) in order to prepare a proposal. Each "package" contains ERIC abstracts and a brief list of relevant journal articles. Since those LEAs submitting for "developer" grants must conduct a literature review, incentive for using EPSIS services has been built into the system.

EPSIS does provide microfiche and hard copy reproduction of documents. In addition, it often can refer a client to a nearby ERIC or journal collection. Many of the BOCES have both EPSIS and its field representatives refer clients to sources of microfiche and journal collections.

Because the EPSIS staff does an extensive analysis of requests for information, they are able to sense high demand topics and pass the information on to appropriate program units. EPSIS is able to inform such program units of the number of responses prepared for clients who are normally part of that program's target audience. Such information facilitates integration of services and argues for fiscal support for EPSIS by program units upon the withdrawal of NIE funds.

The volume of requests for searches, microfiche, or hard copy documents is growing each month, despite the fact that EPSIS undertakes no major awareness activities. Given staff limitations, responses are confined primarily to computer accessible data bases. Little or no "fugitive" information is provided because of the staff requirements for employing such a response system. NIE project activities will make such "fugitive" material computer retrievable.

Evaluation of the quality of the information services provided by EPSIS indicates a high level of client satisfaction with the information provided. Response time is rated as more than adequate, relevancy as acceptable, and utility as excellent. Given such feedback, it would appear that, were an extensive marketing of the service to be undertaken, demand would far outstrip present response capacity.

Products

EPSIS utilizes several different types of products in responding to client requests. ERIC abstracts and a brief list of relevant journal articles comprise one type of response package, the Literature Search. The actual reproduction of specific microfiche is a second product. Still a third product is each content information package prepared for use by LEAs submitting Title IVC developer grants. In addition, information of interest to target audiences is prepared by EPSIS and mailed to the appropriate individuals.

Priorities

The major concentration of EPSIS activities and NIE resources is on the development of a comprehensive resource base. The EPSIS coordinator estimates that about 60 percent of the total effort is directed to this component. EPSIS is viewed as predominantly an information resource component in a larger, evolving dissemination system.

LINKAGE

Linkage Development

EPSIS is not in business to develop linkage mechanisms. Such development is predominently a function of the political and organizational constraints which operate within the state's education system. EPSIS works through the state established BOCES system of intermediary service units in seeking to improve access to available information resources and services. The "ERIC linkers" or EPSIS field representatives in the BOCES and large urban areas perform a variety of functions. The ERIC linking role is a part-time assignment. The BOCES selects the linker, and EPSIS provides training in such areas as the ERIC system, question negotiation, and request submission. Because the quality, availability, and commitment of these field representatives vary, the EPSIS coordinator is constantly looking for ways to augment their number and improve the quality of the services the linkers provide.

Linkage Agents.

At present, there are approximately forty-three trained linkers funneling requests into EPSIS. The client load of each linker varies considerably, and the number of information requests submitted by the linkers (a number which also varies considerably) is not in proportion to their respective client load. EPSIS monitors request forms submitted by each linker to identify needs for further training. No other evaluation of the linker is undertaken. The director is sensitive to the fact that linkers serve EPSIS in a part-time role for no additional SEA support, and feels that evaluation of such a service by the state would intimidate and alienate linkers.

Since the roles of the linkers vary, any process skills which they have beyond that of information processing and negotiation are pretty much unknown. Many of them do operate in the role of a generalist consultant or facilitator since they are OEP representatives. Since OEP representatives have no major SEA funding, the range of abilities and degree of commitment demonstrated by the EPSIS service representatives is extremely broad.

Training provided by EPSIS for these representatives does not include transformation skills. No extensive review and transformation of the information response is undertaken as a normal part of the field representatives' role. The linker appears to function primarily as a conduit with respect to EPSIS services, and preliminary impact evaluation data collected by EPSIS indicate the inadequacies of such a role.

Creating Client Awareness

A wide range of linkage activities are conducted by both the SEA and the BOCES. Such activities involve conferences, workshops, training, and demonstrations administered by a large number of persons who could be classified as personalized linkers. The relationship of EPSIS to this large quantity of dissemination activities is, for the most part, informal or nonexistent. It appears to be outside the reasonable parameters of EPSIS. The EPSIS staff has participated in several conferences for the purpose of creating awareness and interest in EPSIS services. The EPSIS coordinator indicated, however, that he was cautious not to directly refer large numbers of potential clients to a specific field representative. Such a tactic would likely result in an excessive demand on the linker and, perhaps, in a withdrawal of the BOCES commitment to EPSIS.

Priorities

The EPSIS coordinator views the use of personalized linkage staff in the SEA and the BOCES as the top priority linkage objective during the second year of the NIE project. Awareness activities are also rated as very important. Objectives dealing with the use of mass media and targeted communications are rated as low in priority as are objectives dealing with supporting adaptation of exemplary programs and using linkage staff at the local district level. The coordinator estimates that those linkage objectives which are most important to accomplish this year are also the most difficult to accomplish in the entire project effort.

LEADERSHIP

Project Director

Although the major concentration of the project is on the development of new information resources, the EPSIS coordinator evidences a high degree of awareness and sensitivity to the leadership needs of the NIE dissemination project. His concerns are reflected in the project's use of incentives, planning, and coordination efforts and the use of responsive evaluation techniques.

The EPSIS coordinator is a strong advocate for the use of incentives for promoting knowledge seeking and knowledge utilization. Recognizing that the available information resources can be themselves incentives, he has promoted the development of data bases which promise to be more attractive to practitioners. Beyond this, the coordinator is seeking to link information services to those granting activities or department programs directed at problem solving and program improvement strategies in local school districts. The packages prepared for Title IVC grant applicants represent an effort to promote knowledge seeking and utilization as a formal part of the grant competition process. The availability of the packages provides a subtle yet direct message to potential grantees that a quality proposal should demonstrate awareness of previous experience, research, and literature in the area of concern. The Title IVC program application manual requires that all proposals for "developmental grants" include a search of the literature.

Planning and Coordination

Great pains have been taken to insure that the new files being developed will assist other SEA program units in accomplishing their objectives. The EPSIS coordinator has demonstrated to program managers that the new program file will provide them with a powerful management tool, while at the same time helping them to fulfill their requirements for dissemination. Using documentation of information services provided and resources required to "load" program information, the EPSIS coordinator is able to show specific program managers that EPSIS has served large numbers of these programs' target audiences with information.

Although EPSIS has developed and "marketed" itself as a function which can serve across many program units in the SEA, the majority of dissemination activities in the agency are uncoordinated, fragmented, and unnecessarily duplicative. No plan for the development of a comprehensive and coordinated, agency-wide dissemination program exists, and, in an agency of this size, a single plan may not be feasible. No policy statement exists stating that dissemination is a major SEA function nor is a common definition (or common understanding) of dissemination used by agency personnel. None of the goals of the NIE project imply that these are intents of the project, although fostering an agency-wide information support function is a purposeful, incremental move in that direction. The information support services are used as a vehicle for introducing the viability of other components in a comprehensive dissemination plan.

Coordination is directed primarily to information resources and particularly to those provided by EPSIS. EPSIS reaches out to offer its services, but other information service activities remain as uncoordinated entities within each program. The EPSIS coordinator feels that the coordination and integration of all SEA dissemination activities, even if desirable, would be impossible to accomplish at his level within any time frame and would be extremely difficult to achieve at any level within a three to five year period. This is true, given the economic condition of the state and the recent termination of the current State Education Commissioner and resulting high level personnel changes which have already had an impact on nearly every level in the EPSIS "chain of command."

Evaluation

EPSIS staff employs a relatively extensive monitoring and evaluation system. The EPSIS coordinator feels that sufficient documentation and evaluative information is not only critical to the development of a quality service, but is important to institutionalization of the NIE project activities. Information is collected and analyzed on a number of variables: client demographic data, nature of request, clients' perception of the utility of the information service. Existing instrumentation and methodology is being modified to accommodate evaluation of new data bases. In addition, the technical quality of the content and format of the new data bases will be evaluated during year two of the project. EPSIS staff produces regular reports summarizing analyses of data relating to all variables of interest.

A "second level" of evaluation is undertaken periodically by EPSIS staff to determine impact and utilization of EPSIS services.

Relatively little evaluation is done of the linkage services provided by the field representatives. The primary reason for this is that EPSIS staff has little or no control of the field representatives and is anxious to avoid intimidation and alienation of this important link to clients in the field. Since EPSIS staff provides training in request negotiation to field representatives, all request forms are monitored for proper submission form, and follow-up training is provided where required.

The EPSIS coordinator is developing methodologies for measuring the achievement of leadership objectives relating to the "functionalization" of EPSIS services within other SEA program units. By establishing distinct and defined levels of "buying in" to EPSIS information services, the coordinator is able to measure the number of units using and supporting development of EPSIS services, as well as the degree of commitment and level of use. Such a process evaluation assists the coordinator in planning next steps in terms of fostering integration and functionalization of information services in the SEA and facilitates reporting progress to NIE.

Priorities

The institutionalization of EPSIS grant activities is the overarching leadership goal. The goal is addressed through a variety of on-going activities in monitoring and evaluation, in using incentives, and in coordinating and integrating new services within existing program units.

OBSERVATIONS

In New York, the NIE Dissemination Capacity Building Project represents approximately one two-thousandth of the total SEA budget. Aware of the limitations inherent in such constrained resources, the project directors have set objectives to focus on the development of information support services and to enhance the agency-wide coordination of such services over the life of the project. While the development of information resources is largely a technical matter, the development of linkage and leadership functions (within the scope of the NIE project) is predominantly a function of the political and organizational constraints within the state's education system.

In an organization the size of the New York Department of Education, the number of political and organizational restraints is relatively large. Recognizing this, and aware of the level from which they must work, the project directors are employing what might be classified as "normative-reeducative" strategies. They have chosen to work through the organization at levels commensurate with their own status in the agency and to deal at first with services and activities which will enhance the possibilities of collaboration. A "power-coercive" strategy involving policy action at the highest levels in the agency is not only, in the directors' view, impossible to implement but might be counterproductive at middle and lower management levels in the agency. They feel that using such a top-down strategy would produce only short-term, cosmetic effects. Thus, the size and complexity of the agency appear to be the major factors in the overall strategy employed by the directors.

While only in the second year of the NIE project, this strategy appears to be demonstrating success. The level of "buying in" to EPSIS as a functional information support system appears to be growing among several SEA program units. In the case of New York's project, EPSIS services represent "a better mousetrap",and the EPSIS coordinator has been able to use a "soft-sell" approach with program unit coordinators to reach project leadership objectives.

COLUMBIA
CHARLESTON
ATLANTIC OCEAN

9

SOUTH CAROLINA
STATE CAPACITY BUILDING PROJECT

CONTEXT

Significant State Characteristics

As in other states, the development and present structure of South Carolina's dissemination project is better understood by an examination of the context within which the project evolved. The Capacity Building Project in South Carolina is located in the Education Products Center (EPC). EPC is one of the nineteen offices within the state education agency. The SEA is located in the center of the state in the city of Columbia. The SEA is adjacent to the campus of the University of South Carolina and directly across the street from the South Carolina library.

South Carolina is relatively small in size, ranking fortieth among all the states. The population of the state is almost evenly distributed between rural and urban areas. Averaging eighty-three persons per square mile, South Carolina neither has, nor plans to develop, intermediary units as a linkage mechanism.

Enrollment in the state's public elementary and secondary day schools totals almost 630,000. Elementary school children account for over 380,000 (60 percent) of the total student enrollment; secondary students number almost 250,000 (40 percent). South Carolina has ninety-two local school districts and 1101 public schools to serve this student population.

In addition to its public elementary and secondary schools, South Carolina has eleven institutions of higher education. South Carolina was the first of the thirteen original colonies to have a lending library; today the state has about forty public county and multicounty libraries, six municipal libraries, and 1,088 public school libraries.

The State Education Agency

The SEA is administered by a State Board and a State Superintendent of Education. The Board of Education has seventeen members, one from each of the sixteen judicial (court) districts and one at-large appointed by the governor. Each board member is elected by the state legislators from the counties which comprise the district. The Superintendent is elected by the people.

The mission of South Carolina's SEA is the continuous upgrading of public education. To fulfill this mission, the State Board has developed two five-year plans since 1970. South Carolina's first five-year plan for public school progress contained eleven major objectives designed to meet needs in the state school system. A similar needs assessment was conducted in 1975-76. It included a careful examination of current programs and extensive surveys of non-professional, professional, and student opinions concerning the strengths and weaknesses of the public school system. Information obtained through this study was utilized in the development of South Carolina's second five-year plan, which featured a new statement of fifteen objectives to be accomplished by the 1980-81 school year.

The SEA is divided into three divisions: Instruction, Administration and Planning, and Finance and Operations. Seven of the nineteen SEA offices are under the Division of Instruction. There are six offices each in the other two divisions. Figure 9.1 presents an organizational chart of the department.

Official communication lines exist among the SEA offices. The nineteen directors meet twice a month with the State Superintendent of Education and the three deputy superintendents. The deputies of each division also have staff meetings with their own directors on a regular basis. Likewise, each department director has regularly scheduled meetings with his respective staff.

Prior Dissemination Efforts

Funding through the State Capacity Building Grants Program in July 1975 marked a revitalization period in South Carolina's dissemination efforts. Concepts initiated during an earlier federal dissemination program have been extended and refined since the Capacity Building Grant award.

The earlier federal program, the Pilot Dissemination Program, provided support for three SEAs to derive a workable model for making the results of educational research and practice accessible to local educators. South Carolina was one of three states to receive funding under the Pilot Program (1970-73). Two staff members of the SEA functioned as linkage agents during this period. Assigned to two local school districts, and eventually to two target regions, the two field agents established a liaison between the target areas and the SEA. Working directly with local professional staff, the linkage agents assisted clients in defining information needs, in communicating their needs to the SEA, and in applying

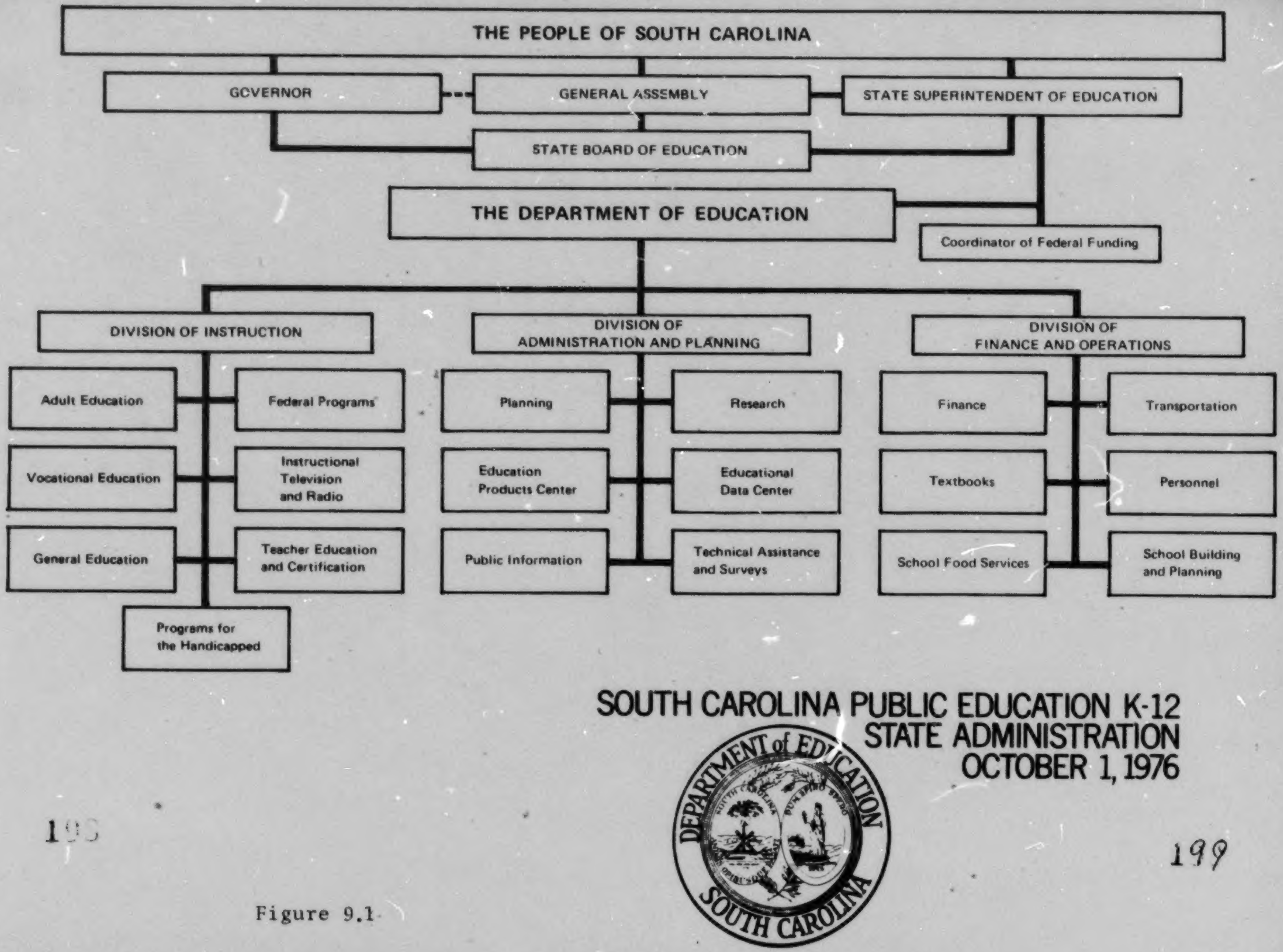

THE PEOPLE OF SOUTH CAROLINA
GOVERNOR
GENERAL ASSEMBLY
STATE SUPERINTENDENT OF EDUCATION
STATE BOARD OF EDUCATION
THE DEPARTMENT OF EDUCATION
Coordinator of Federal Funding
DIVISION OF INSTRUCTION
DIVISION OF ADMINISTRATION AND PLANNING
DIVISION OF FINANCE AND OPERATIONS
Adult Education
Federal Programs
Vocational Education
Instructional Television and Radio
General Education
Teacher Education and Certification
Programs for the Handicapped
Planning
Research
Education Products Center
Educational Data Center
Public Information
Technical Assistance and Surveys
Finance
Transportation
Textbooks
Personnel
School Food Services
School Building and Planning
SOUTH CAROLINA PUBLIC EDUCATION K-12
STATE ADMINISTRATION
OCTOBER 1, 1976

Figure 9.1

the information package returned from the Center to meet the defined needs.

When federal funding ceased in 1973, the two field agent positions were eliminated. Limited dissemination efforts continued in what could be termed a latency or hiatus period until the start of the present project in July 1975. The Education Products Center was established during the latency period (July 1975). Staff from the dissemination center were transferred to the EPC. Although the SEA linkage positions were eliminated, ERIC representatives in seventy-eight of the ninety-two districts provided limited linkage services during this period. Major concepts fostered during the pilot program continued on a curtailed basis during the two-year hiatus period preceding the NIE grant award.

The two state linkage agent positions were reinstituted in July 1975 with funds from the Capacity Building Grant. Equipped with knowledge and experience gained from the earlier effort, the EPC modified the role of the current linkage agents. The field agents funded under the pilot program provided direct person-to-person service to school districts; the two new linkage agents provide indirect but more comprehensive help by assisting local districts to operate the services themselves. Other EPC services have been expanded since the 1975 NIE grant award.

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AN OVERVIEW OF THE PROJECT

Organizational Structure

Organizationally, EPC is divided into two main sections: Production and Resources. The present twenty-two member EPC staff consists of eighteen professional and four paraprofessional members. Figure 9.2 is an organizational chart for the office.

EPC is the official SEA coordinating agency for the dissemination and utilization of information resources, but it is not the only unit involved in dissemination. Each office in the SEA has units involved in this function. Each office has its own publications and target audiences. For example, the Public Information Office in the Division of Administration and Planning publishes a monthly newsletter, SCAN, to keep State Board of Education members and SEA employees abreast of major educational developments; the Office of General Education in the Division of Instruction published The Energy Book for use by teachers to supplement curricula and promote energy conservation. The Division of Instruction has a Resources Coordinating Unit (RCU) which aims its information at Vocational Education administrators and teachers.

EPC does not control what is produced by the other eighteen department offices. It serves as a compilation center for products once they are produced. It helps SEA and district personnel identify needed products and eliminates unnecessary duplication of products. EPC staff view their office as the coordinating agency for departmentwide and statewide dissemination of information.

Education Products Center

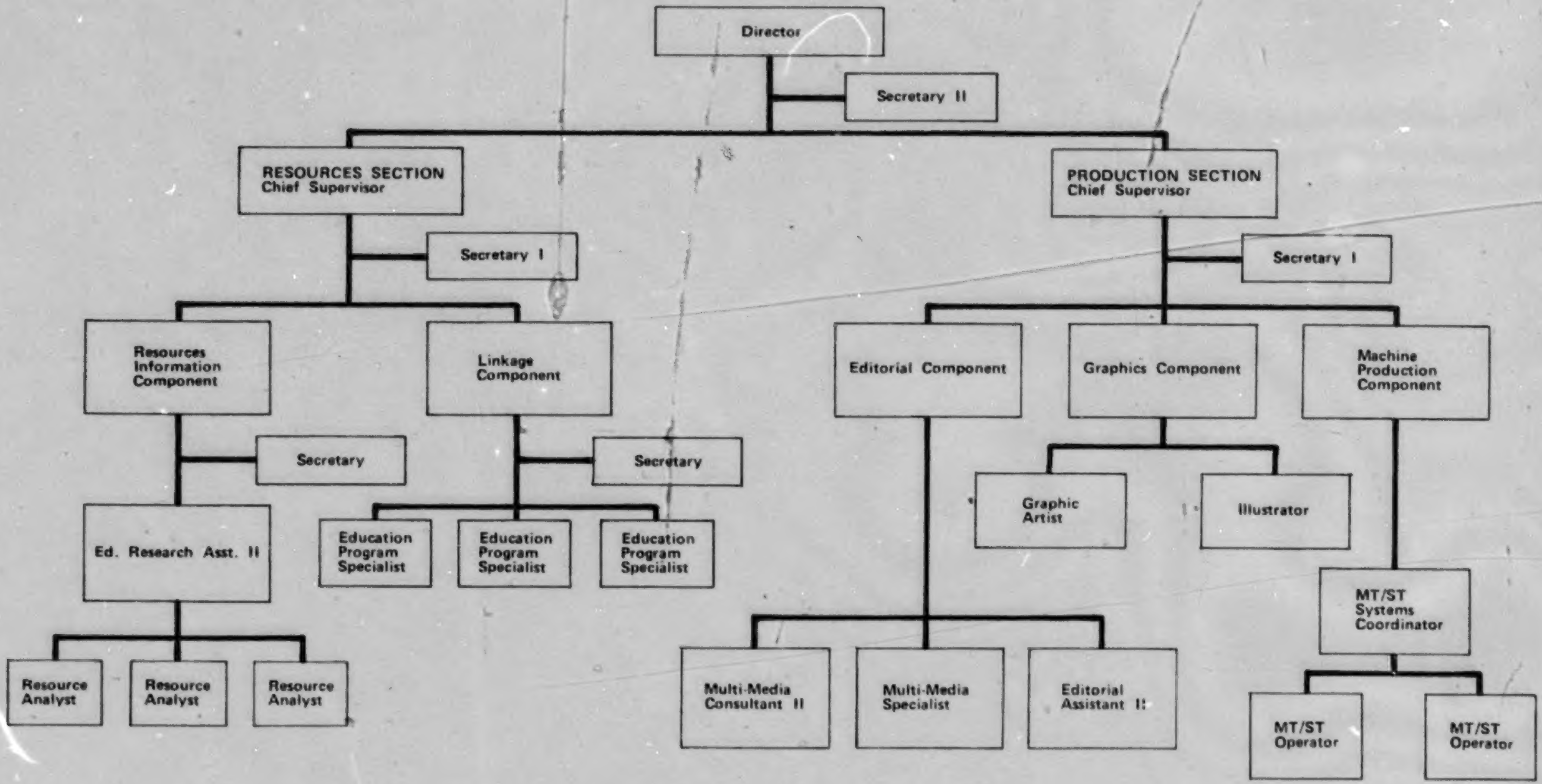
Director
Secretary II
RESOURCES SECTION Chief Supervisor
PRODUCTION SECTION Chief Supervisor
Secretary I
Secretary I
Resources Information Component
Linkage Component
Editorial Component
Graphics Component
Machine Production Component
Secretary
Secretary
Graphic Artist
Illustrator
Ed. Research Asst. II
Education Program Specialist
Education Program Specialist
Education Program Specialist
MT/ST Systems Coordinator
Resource Analyst
Resource Analyst
Resource Analyst
Multi-Media Consultant II
Multi-Media Specialist
Editorial Assistant II
MT/ST Operator
MT/ST Operator

Figure 9.2

Two individuals presently involved in South Carolina's Capacity Building Project have a working knowledge of prior state dissemination efforts. The Chief Supervisor of the Resources Section was directly involved in the Pilot Dissemination Project. Another current EPC staff member, who now serves as one of the two EPC linkage agents, functioned as a resource analyst in the pilot program. EPC staff also exhibit working familiarity with other offices in the SEA. For example, the current Project Director worked in the Office of General Education within the Division of Instruction prior to his appointment as Director of EPC in April 1976.

Goals and Objectives

The long-range (five-year) goal of the South Carolina Capacity Building Project is to develop a coordinated department-wide and state-wide communications network. This goal will involve the nineteen SEA offices and the ninety-two local school districts. To accomplish this long-range goal, the Education Products Center developed a five-year, phase-in approach:

Phase I:	1975-76	To increase services
Phase II:	1976-77	To increase participation
Phase III:	1977-78	To increase application
Phase IV:	1978-79	To increase regional linkage
Phase V:	1979-80	To coordinate a communications network

As Figure 9.3 indicates, phase continues and expands, in successive thrusts, toward the development of a coordinated communications network.

The ten first-year EPC objectives were aimed at increasing services. From an internal perspective, these objectives required

Project Expansion

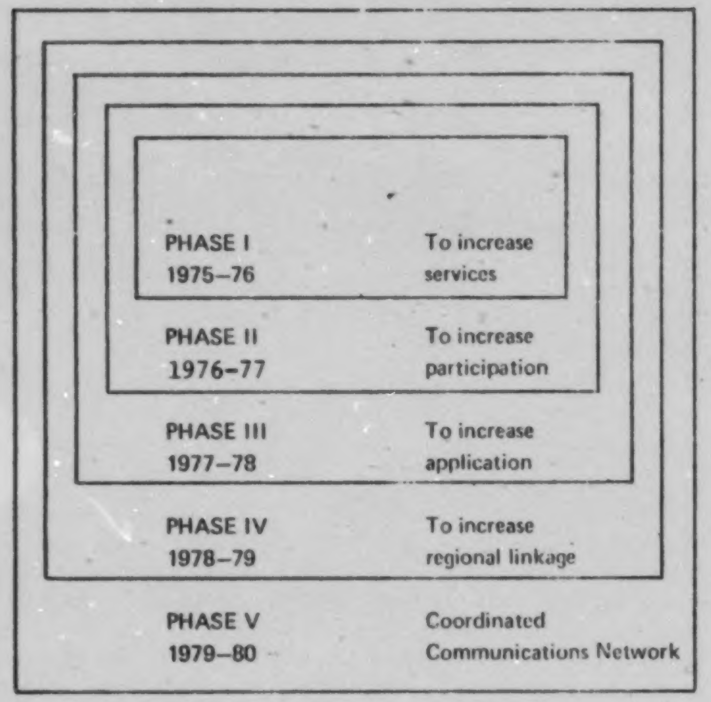
PHASE I
1975–76
To increase services
PHASE II
1976–77
To increase participation
PHASE III
1977–78
To increase application
PHASE IV
1978–79
To increase regional linkage
PHASE V
1979–80
Coordinated Communications Network

Figure 9.3

a revitalization of linkage capabilities. From a broader perspective, this priority meant increasing user self-awareness of the available information resources and linkage services to elicit client interest and participation. The necessary expansion of office resources included maintaining ERIC, increasing production staff to provide for expanded services, publishing an experimental product conceived and piloted in the year prior to grant award, and compiling a final form of the product piloted in the previous year.

The five second-year objectives emerged directly from the first-year accomplishments of the project. During the first year, services were increased; during the second year, the focus is on greater use of available services. Services developed during the first year will now be refined and expanded. Figure 9.4 summarizes by component the first and second year objectives for the project.

Programmatic Changes

Two major changes have occurred in the South Carolina project since the submission of the original proposal. The first involves the organizational structure of the Education Products Center; the second relates to predicted completion dates for proposed project activities. Originally, EPC consisted of three units: Resources, Development, and Linkage. Presently, EPC is divided into two main sections: Production and Resources (see Figure 10.2).

Figure 9.4

Matrix Listing Objectives By Components for South Carolina

Component	Year 1 Objectives	Year 2 Objectives
INFORMATION RESOURCES	Annotated Listing - Develop a mechanism to coordinate the compilation of an annotated listing of all products produced in the department. Share & Catalyst - Continue the development and expansion of Share and Catalyst. EPC Bulletin - Initiate the periodic publication of an EPC bulletin which describes EPC products, services, and dissemination activities. Production Services - Provide technical services to the Education Department.	
LINKAGE	EPC Representatives - Attain the appointment through local school superintendents of linking agents in all 92 districts. Inter-District Sharing - Provide for inter-district visitation to allow districts to exchange techniques for using information in problem solving and program planning. Workshops - Continue the EPC workshop series to inform school district decision makers of products produced in the division of administration and planning. ITV - Work with ITV to develop a process for disseminating information availble from the EPC through television media. Visitation - Develop, operate, and maintain a visitation program for educational practitioners from other states.	EPC Representatives - Strengthen and further define the role of the EPC district representative. Target District Sharing - Continue to promote a system of inter-district sharing and communication among a network of ten target districts. Target Area Sharing - Identify a target area and identify and train educators from target area districts in dissemination skills. Colleges and Universities - Place added emphasis on linkage with colleges and universities and education-related state agencies. Departmentwide System - Continue to promote the expansion of a departmentwide system of information dissemination.
LEADERSHIP	Departmentwide System - Establish and maintain a departmentwide system of information dissemination.	

Several factors have influenced the development of the new organizational structure of EPC. Perhaps the most influential factor has been the fluctuating economic situation in the state. Recently a statewide freeze was placed on hiring. Vacancies created by resignations have not been filled. EPC intends to hire a research specialist as the third member of the department linkage staff as soon as the freeze is lifted.

The first Project Director resigned in October 1975. The current Director of EPC was appointed in April 1976. He also assumed responsibilities for directing the Capacity Building Project. In the interim, the Deputy Superintendent of Administration and Planning assumed the responsibilities of Project Director for the Capacity Building Project, while the Director of the Educational Data Center served as interim director of the Education Products Center.

Changes in staffing precipitated the continuation of two major activities into second-year funding. Although initiated in year one, the implementation for a filing and indexing system and the development and production of two additional Catalyst publications will not be completed until early 1977.

INFORMATION RESOURCES

Resource Base Development

Most of the written materials available through EPC deal with program and practice information. The written resources are supplemented with personal information services. Human resources currently available include the EPC twenty-two member staff, research and evaluation consultants from the Office of Research, automation specialists from the Educational Data

Center, and other department program specialists and consultants. Statistical and management information is provided via two major systems and three annual publications. A compilation of legislative and regulatory information will soon be produced by the Division of Administration and Planning, under the Deputy Superintendent's supervision. Information on R & D products is provided indirectly through the numerous program and practice resources; R & D products developed at the nearby Appalachian Educational Lab, West Virginia, are not presently sought after by the EPC.

Computer search capability is through QUERY. This computer facility provides a batch search of the ERIC and AIM/ARM files. The automated retrieval system features the only computer capability of its kind in South Carolina. EPC also uses manual search techniques in responding to information requests.

A Filing and Indexing System (FIS) with local/state compatibility is in the developmental stages. After extensive study, two systems were presented to EPC district representatives. One alternative was an ERIC-like system which would provide for manual filing and retrieval using a limited number of ERIC descriptors. The selected system was not the ERIC system; rather, it is based on the National School Boards Association's (NSBA) school board coding procedure. The school board system involves the assignment of an alphabetical code to publications. The code will be used to catalogue, file, and retrieve information. The summer of 1976 was originally designated as the time period for one produced within EPC and two produced in other offices within the agency.

Two systems provide statistical and management information. The Basic Educational Data System is a state collection of statistical data used primarily for the annual school and district accreditation process. The system is an adaption of New York State's data system. The Management Information System is a state collection of statistical data used for purposes other than accreditation of school districts.

Responding to Client Requests

EPC responds to all requests for educational information. EPC serves five types of audiences: (1) school district personnel, (2) South Carolina SEA personnel, (3) college and university administrative or teaching staff, (4) education related agencies and professional organizations, and (5) students from the various schools of education (full-time, part-time, graduate, undergraduate). EPC services are free to all but higher education students, who are charged $15.00.

Handled on a first-come, first-serve basis, an organized, orderly procedure is followed in answering requests. All queries are logged when received, and it is noted when the information is shipped out. However, requests from high ranking state department officials, like the State Superintendent, may achieve a more rapid turnaround than those of other individuals. EPC serves as a broker for information, referring clients to other sources of information when it cannot adequately respond to a query. A formal departmentwide referral network is in the formative stages; it will strengthen the informal referrals now made by EPC.

Major EPC efforts were directed at decision makers in local districts in year one. EPC focused on the five target districts of Lee, Kershaw, Barnwell, Laurens, and Colleton; in year two, efforts have been expanded to include a target region including and surrounding these districts. In-depth linkage is provided to the target region, but EPC services are available for all educators in the state. South Carolina's attempt to reach non-users is reflected in the selection of the five additional target districts for year two. These districts were selected because they had previously been non-users of EPC services.

Products

Several types of products are developed and/or disseminated by the EPC; in the program and practice area, Share, Catalyst, and the Annotated Listing provide useful information to educators. Share is a collection of "promising practices" or exemplary programs now in operation in South Carolina individual schools and school districts. Programs included in Share need not be officially validated. Share was developed so that South Carolina school districts could examine alternative approaches within the state before implementing programs to meet particular learner needs. A second expanded volume of "promising practices" will be distributed early in 1977.

A form of the state-of-the-subject investigation report, Catalyst, provides practical alternative approaches by which a current topic area subject may be addressed. The first Catalyst subject was Needs Assessment; in production are two others, one dealing with programs for the gifted and the other with in-service staff development. Catalyst topics are generated in part from local needs assessments, but EPC does not use a sophisticated process for obtaining ideas for discussion from local administrators and teachers. The final decision regarding topic selection is made within the SEA.

The Annotated Listing notes specific products and publications which have been developed since the beginning of fiscal year 1975. Availability and possible cost of the items are included in the list. Ninety-five of the ninety-eight products in this catalog are free for the asking. Only three of the products included in the first volume were actually produced in EPC: South Carolina School Directory, Catalyst, and EPC Bulletin. A second, updated annotated listing is being prepared for distribution in early 1977.

Several broad screening mechanisms control the quality of these products. For example, promising practices recommended for inclusion in Share undergo an informal suitability check; items appearing in the Annotated Listing must meet certain SEA criteria. Informal needs sensing information is used in selecting topics for Catalyst publications.

Three other documents contain directory and statistical information. The Superintendent's Annual Report provides narrative and statistical highlights of the SEA. It also includes descriptions of management operations, with related data on private schools, and renders accounts of South Carolina college freshmen achievement. The document is compiled, produced "camera-ready," and distributed by the EPC. Rankings of the Counties and School Districts of South Carolina is compiled through the Office of Research and is produced and distributed by EPC. Published annually, Rankings indicates the standing of each county or school district for data concerning population, economic, professional staff, and financial characteristics. The South Carolina School Directory is a composite listing of public and private educational institutions, including addresses and phone numbers, within South Carolina. The Directory is produced and distributed by EPC.

The Deputy Superintendent for Administration and Planning considers a resource being developed in the area of legislative and regulatory information to be one product with potential for nationwide adoption. The South Carolina Educational Policy Manual is a compilation of the Board's policies, rules, and regulations. Also included in the manual are pertinent consitutional statements, statistical provisions, and examples of case law. The coding system is compatible with that of the local school boards and is equivalent to the one utilized by the National School Board Association. Currently, two other states (Georgia and Wyoming) have similar policy documents. A team composed of individuals associated with the National Association of State Boards of Education, the South Carolina School Boards Association, the South Carolina Department of Education, and an ad hoc Policy Review Committee of the State Board of Education was responsible for the Manual's development.

Priorities

At present, EPC is not building additional information resources; rather, the major focus is on expanding client awareness and revitalizing interest in use of available resources. South Carolina is concentrating on personalized linkage mechanisms, especially the local district and department representatives, to achieve this objective.

LINKAGE

Linkage Development

Linkage channels are multifarious, including personalized linkers at the state and local levels, state and regional workshops, and mass media (ITV and ETV). The framework established during the Pilot State Program has been expanded. South Carolina's Project Director does not feel a need for a totally new system; rather, new system elements are all that must be developed. The approach verbalized by South Carolina's Project Director is to establish and expand linkages by tying in to existing structures.

Linkage Agents

South Carolina has developed and operationalized two types of personal linkage agents, who both create client awareness: (1) State Department of Education-based linkage agents, and (2) EPC representatives. The SEA linkage agents are paid through SEA funds and have both statewide and departmentwide linkage functions. These linkage agents are based in the department but are on call by the local district representatives.

Two types of EPC representatives exist: those designated from local school districts and those designated from colleges, universities, and other educationally involved agencies. During the first operational year of the Project, thirty EPC representatives were designated by colleges, universities, technical education schools, and other agencies within the state. At present, thirty-four persons from such agencies serve as EPC representatives. In 1975-76, there were eighty-eight part-time local EPC representatives. Presently, there are 114 part-time personnel operating in local school districts with communication lines with the EPC. An EPC representative is appointed by the school superintendent and serves as the liaison between the local district and the SEA.

Unlike the state linkage agents, EPC district representatives wear four or five different hats. They are not paid for wearing a linkage hat; rather, each EPC representative is paid according to whatever his/her local position happens to be. Since EPC representatives are not specifically paid for providing linkage services, the Project Director realizes that the state department does not exercise stringent control over either selection of these individuals or the quality and quantity of services provided by the individuals selected. As might be expected, the Project Director stated that services provided by the EPC representatives vary from outstanding to mediocre. EPC is now developing a profile on the ideal EPC representative in local districts. The Project Director feels that the best representative is someone like an assistant superintendent with decision making authority and enough vision to perceive and be sensitive to district problems. EPC has worked with the local superintendents in selection of the local representatives. The preferred representative is selected by the local superintendent. Often an assistant superintendent serves as the EPC representative for the district. Sometimes the local superintendent is the designated EPC representative.

Establishing links with decision makers, statewide and departmentwide, is an overriding priority of EPC. Most recently, formal steps have been initiated to expand the EPC representative concept to the SEA. The Director of EPC has asked the other eighteen directors to appoint one to three contacts in their

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respective offices. EPC will direct individual clients from both inside and outside the SEA to the proper contact person. The EPC Director has requested that these SEA contacts be individuals with decision-making authority.

EPC thus functions as (1) a linkage between the Department of Education, where information is collected and compiled from various sources, and the local school districts, where the disseminated resources are applied to problem situations; and as (2) a linkage between the various offices in the SEA.

South Carolina neither has, nor plans to develop, intermediary units as a linkage mechanism. The state's small size and its centrally located capital are two reasons for direct state agency to local district contacts. A state linkage agent can reach any local school district and spend a half-day with clients, all within a normal eight-hour day's work. The position of the SEA is that it can adequately and efficiently serve the entire state. Thus, SEA personnel provide services directly to local education agencies.

Creating Client Awareness

In addition to the personal linkage agents, EPC uses workshops and television media to disseminate information to educators. To create awareness, EPC also published a bulletin on current resources available from national, regional, state, and local sources.

South Carolina's first-year proposal stated that at least one such bulletin would be published; one was published in February 1976. Although requested, no feedback regarding its utility was obtained, and no further publications are planned;

but other awareness activities like the workshops and television media have been successful.

EPC uses workshops to inform school district decision-makers of available department products. During 1975-76, three workshops were conducted. Topics for the three series were ERIC, Basic Educational Data System, and Testing. Each series consisted of four regional workshops for local EPC representatives and a fifth workshop for colleges, universities, and education-related state agencies. Evaluation of workshop activities has comprised a component of each workshop series. The State Department of Education focuses on reaching the EPC representative and other decision-makers in the local schools, in addition to serving classroom teachers. The local decision makers, in turn, involve the teachers, thereby achieving a multiplier effect. As the EPC service becomes an eternalized or reinforcement entity in the district decision-making process, the ongoing two-way flow of information is greatly enhanced.

EPC cooperates with two major television projects: Instructional Television (ITV) and Educational Television (ETV). Together, EPC and ITV have produced four twenty-five minute programs explaining available EPC services. Local districts with tape copying capability have been encouraged to copy the broadcasts on a videotape cassette for playback during meeting times convenient to district staff. EPC also provides, upon request, hard copy scripts of the programs. The tapes have also been utilized at EPC workshops.

In addition to those dissemination efforts within the State Department of Education (for example, IV-C, RCU in the Division of Instruction), a General Assistance Center (GAC) at the University of South Carolina provides technical assistance services in a variety of program areas. GAC is federally funded under Title IV ESEA and provides training (materials and personnel) for local practitioners. Stipends and expenses are provided by GAC as an incentive for workshop participation.

Priorities

EPC's emphasis on using personalized linkage agents dates back to the SEA's involvement in the Pilot Dissemination Project. With NIE funding, EPC has expanded its personalized linkage services. At present, a top priority of EPC is to expand client awareness and revitalize interest in the services and resources available through the center. Assisting clients in knowledge utilization is also important. Nonpersonalized linkage mechanisms--television and workshops--also focus on these priorities.

LEADERSHIP

Project Director

As Director of the Educational Products Center, the Project Director of the South Carolina Capacity Building Project has formal ties with the other eighteen departmental directors. The Project Director also sees his Deputy Superintendent on a regularly scheduled basis. All directors (and their deputies) meet with the State Superintendent twice monthly. The Director has used these meetings to build more informal inter-departmental communications links. Departmentwide coordination of dissemination activities is a major concern, and South Carolina's Project Director is focusing his efforts and his expertise toward this goal.

Planning and Coordination

The Project Director has emphasized two practical and political advantages urging agencywide and statewide coordination: (1) the EPC can provide useful services for other offices within the department. Such services would support and enhance those already provided by the department offices, and (2) efforts to coordinate dissemination at the federal level have not been totally successful, but South Carolina can organize a successful dissemination program. This latter possibility would bring added professional visibility to the state.

Evaluation

Evaluation of the State Capacity Building Project is not now a high priority item. According to the Project Director, EPC is still identifying users and creating client awareness. Present evaluation activities are limited; evaluation instruments include checklists and questionnaires.

Workshop participants are requested to complete an evaluation checklist which involves rating workshop components as excellent, good, fair, or poor. They are also requested to rate EPC services on a four-point significance scale. A questionnaire for EPC representatives has also been used at recent workshops; the results will be compiled in developing a profile of the EPC representative. A "reactionnaire" which asks clients to rate EPC services according to a five-point satisfaction scale has also been used. Other evaluation activities are contemplated, but the scope and conduct of such activities are undecided at present. Both the Director of Research and the Director of EPC recognize that evaluation of the project will be an important activity for justification purposes at the federal, state, and local levels. EPC would like the Research Office to work with clients in evaluation efforts and in follow-up of nonresponses.

Instruments for obtaining baseline data for program modification have been recommended. Answers to such questions as, "What are the characteristics of the non-user?" and "Is the resource base satisfactory?" are being sought. In present efforts, the Research Office is using full universe testing rather than sampling. Procedures for obtaining state clearance affect the external evaluation. Initially processed through the Office of Research, instrumentation is required to have a forms control number when it is considered developed. Approval by the Deputy Superintendent is also required unless instrumentation is already in the Data Acquisition Plan. Obviously, NTS instrumentation will need the Deputy's approval. Sign-off by the Data Center Director is also required when data processing is involved. The only other evaluation related to educational dissemination in South Carolina is an external evaluation of Title IV-C. Information regarding this effort is limited.

The Director of Research is also South Carolina's representative to the CCSSO Committee, Coordinating Education Information Service (CEIS). The necessity for working through this committee was stressed. The staff of CEIS has been working diligently and aggressively to reduce the paperwork burden, to scale down new demands for information, and to improve the orderliness and timeliness of federal and state reporting in elementary and secondary education. CEIS cooperates with OMB and HEW.

In summary, South Carolina has indicated a willingness and desire to cooperate with NTS in this evaluation. Data collection and instrumentation will be handled through the Offices of Planning and Research in cooperation with EPC.

Priorities

The Project Director perceived management of the dissemination services of the center as the most important and least difficult objective for the year. Two other leadership objectives -- integrating the project with other dissemination activities and implementing a comprehensive, agencywide dissemination program -- were also extremely important to this executive. Lacking the inherent administrative simplicity of day-to-day project management, these two objectives were viewed as difficult to achieve this year.

OBSERVATIONS

The Project Director is successfully coordinating the day-to-day operations of his project. He is aware of current political concerns and constraints; his vision of a coordinated departmentwide and statewide information network is long-range, and his plans for reaching this goal reveal thought, patience, and a keen knowledge of the organizational structure within which he operates. South Carolina's rationale for a target district approach to dissemination exemplifies the Project Director's thinking: by generating initial success through small, achievable steps, rather than attacking a major segment of the state in one giant leap, it is possible to create an awareness of and a demand for EPC services.

Responding to client requests for information was rated moderately difficult and the second most important objective by the Project Director. It is likely that an individual actually answering a client request would not attach the low difficulty rating to the task; however, since the Project Director is manager of this activity, his relatively low difficulty rating is understandable. Both the Project Director and his Deputy Superintendent perceive the creation of client awareness of available information resources as both a major focus and a difficult objective for the program. Its high ranking in both importance and difficulty indicates that client awareness is an area of project development which could benefit from specialized technical assistance. One possibility for help is the conversion of first line staff, meaning those who actually contact the local schools, into quasi-extension agents.

Another idea is to put these individuals in contact with the EPC and enable them to make information requests. Awareness must be established among SEA staff, within districts, among districts, between districts and the SEA, and between institutions of higher education and the SEA.

Little resource building activity is currently in progress; this is not a primary focus of the project at present. Rather, the major objective is to create client awareness of available resources. It is understood that eventually this awareness will create an increased demand for a greater variety of resources, making the present base obsolete. At that point, EPC will channel efforts toward expanding its reserves.

Needs sensing is in formative stages in relationship to state objectives. An annual needs assessment is required of each local education agency by the SEA as part of its five-year plans. Some local districts take this activity most seriously; others do it only because it is required. Catalyst topics, for example, are generated in part from local needs assessment with the final decision as to their implementation resting with the SEA.

The thrust of South Carolina's linkage efforts is toward improving current dissemination channels, rather than attempting to establish entirely new ones. The EPC local district representatives and newly approved department EPC representatives epitomize South Carolina's use of existing structures. Several available structures which could provide additional linkages have not been exploited by the EPC. One is the Appalachian Educational Laboratory in Charleston, West Virginia. Coordination with the

Appalachian Lab is not rated as a high priority. EPC does not appear to be taking advantage of this opportunity to bring R & D products to local educators for review. Another available structure is the General Assistance Center at the University of South Carolina in Columbia. There may be overlap between the services provided by the Department and those provided by the GAC. EPC could enhance its dissemination capacity by establishing links with the GAC. GAC's workshop activities essentially parallel those provided through the EPC; little coordination of these services exists. Local professionals have an added incentive for attending GAC workshops, as GAC provides stipends to participants, whereas EPC staff members must cover their own expenses.

South Carolina has embarked upon a sensible route; the thrust of its program is toward improving current dissemination channels, rather than establishing entirely new ones. Major efforts are underway to build a better path by mapping out the more structured communication channels on a departmentwide level. Evidences of this effort are already apparent. At present, EPC is working on coordination with the Facilitator Program, which operates in the Office of Federal Programs (Instruction Division). The Director recognizes the necessity for inter-departmental coordination. He realizes that the best means of establishing credibility is by convincing other offices that EPC can do something they do not want to do, or perhaps, do not have the time to do. The Director conveyed his vision to NTS staff: a departmentwide and statewide communications network to support the state's mission, the continuous upgrading of education.

1977

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TEXAS

CITE: COORDINATING INFORMATION FOR TEXAS EDUCATORS

CONTEXT

Significant State Characteristics

Coordinating Information for Texas Educators is the official name of the Texas Capacity Building Project. Within the state, the project is better known by its acronym, CITE. A brief background of the State's significant characteristics is presented to provide for a greater understanding of CITE's design and development.

Texas is the second largest state in the United States. It has a greater area than Illinois, Indiana, Iowa, Michigan, and Wisconsin combined. Texas is more than 220 times as large as Rhode Island, the smallest state. Only Alaska is larger than Texas. But Texas has more than 40 times as many people as Alaska, ranking fourth among all 50 states in population size.

Elementary and secondary education in Texas is administered by a State Board of Education and the Texas Education Agency. The agency is directed by a Commissioner of Education appointed by the State Board and confirmed by the State Senate. The commissioner is appointed for a four year term.

The state elementary and secondary education system includes some 1100 school districts in twenty regions serviced by education service centers (ESCs). The ESCs were established in 1967 using ESEA, Title III and state funds for establishing regional media centers. They now operate as legal local education agencies and are supported by a combination of local, state, and federal monies. At present, the state provides approximately 7.5 million dollars annually for support of ESC operations. Such support is based on a formula, which includes, as one factor, average daily attendance in each region.

ESCs have no regulatory responsibilities, operating in a service capacity to all districts within their area. Although higher education is outside the purview of the state education agency (SEA), the governance structure of the centers encourages participation by colleges and universities by providing for representation on the joint committee, which selects the board of directors for the regional center. One member from each local school district also sits on this committee, each member having one vote regardless of the size of the member's district.

ESCs vary greatly in size and service capacity. The Region IV Center, which includes Houston, has a staff of over 175 professionals serving a student population of more than 400,000 students, while the Region IX ESC, with approximately twenty-five staff, serves districts with a total student population of about 49,000.

The state organizational structure for education serves approximately 2.9 million students and 167,000 teaching personnel.

State support for local education pays for approximately 50 percent of total education expenditures. The total state budget for education is approximately 3.7 billion dollars.

The State Education Agency

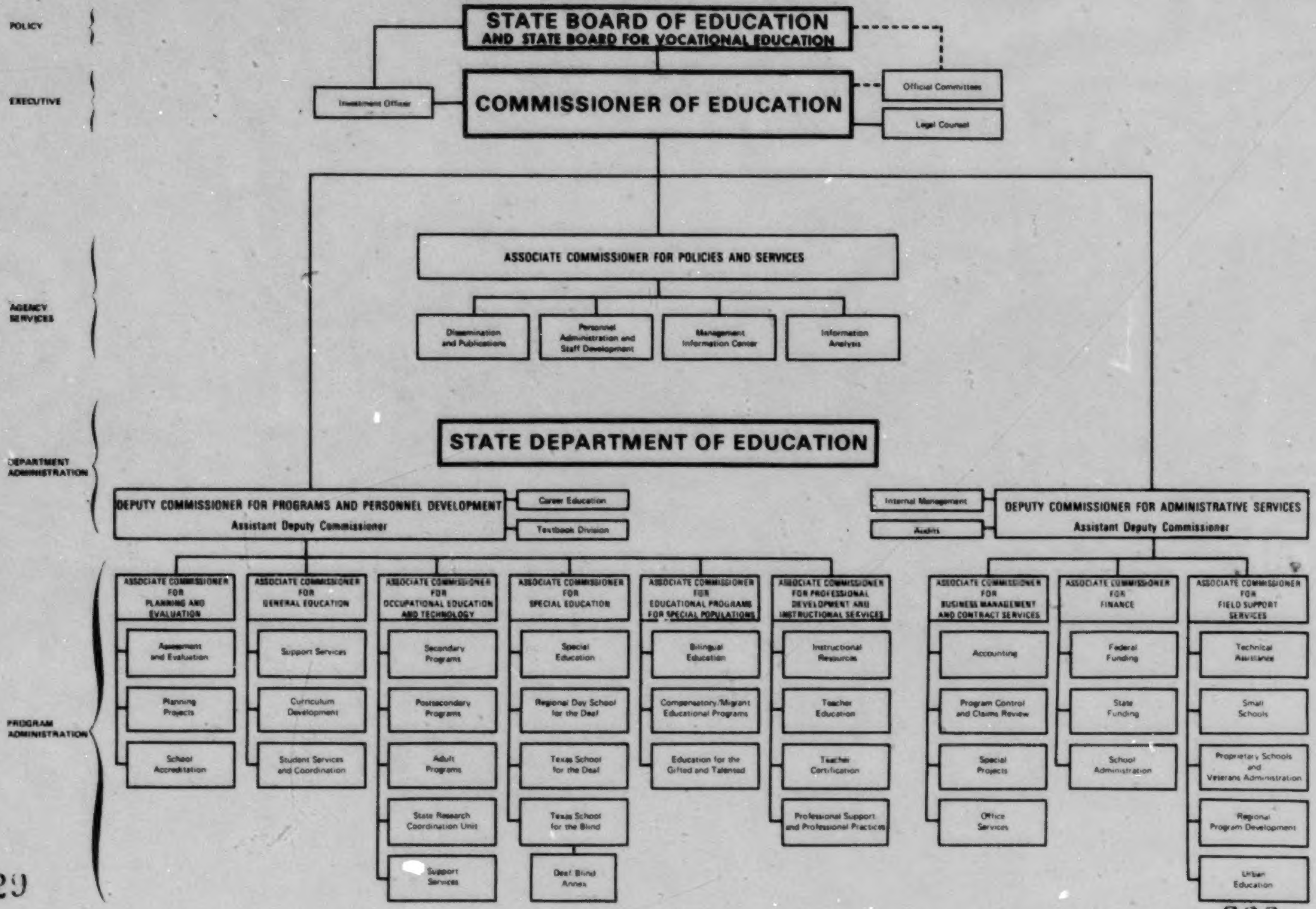
The State Education Agency in Texas employs approximately 600 professional and 400 support staff for the administration of education in the state. The Department has two major branches, one for Programs and Personnel Development and another for Administrative Services. Each of these is headed by a Deputy Commissioner. A separate Office for Policies and Services operates as staff to the Commissioner. This Office is headed by an Associate Commissioner. Nine other Associate Commissioners head other major units under the two major branches. Figure 10.1 is an organizational chart for the SEA.

Goals for elementary and secondary education were set in October, 1970 and have been revised and updated twice, in April, 1973 and October, 1975 by the State Board of Education. The goals are developed in three areas: student development, organizational efficiency, and accountability. The Board also has established fourteen priorities for action in governance, direct instruction, and instructional support.

While the SEA maintains a strong leadership role in education in Texas, it emphasizes comprehensive services to local school districts, these services being provided primarily through the education service centers. Thus, when goals and priorities are established, the SEA and the ESCs attempt to provide assistance to local school districts for addressing these priorities.

Figure 10.1

TEXAS EDUCATION AGENCY


POLICY
EXECUTIVE
AGENCY SERVICES
DEPARTMENT ADMINISTRATION
PROGRAM ADMINISTRATION
STATE BOARD OF EDUCATION AND STATE BOARD FOR VOCATIONAL EDUCATION
Investment Officer
COMMISSIONER OF EDUCATION
Official Committees
Legal Counsel
ASSOCIATE COMMISSIONER FOR POLICIES AND SERVICES
Dissemination and Publications
Personnel Administration and Staff Development
Management Information Center
Information Analysis
STATE DEPARTMENT OF EDUCATION
DEPUTY COMMISSIONER FOR PROGRAMS AND PERSONNEL DEVELOPMENT
Assistant Deputy Commissioner
Career Education
Textbook Division
Internal Management
Audits
DEPUTY COMMISSIONER FOR ADMINISTRATIVE SERVICES
Assistant Deputy Commissioner
ASSOCIATE COMMISSIONER FOR PLANNING AND EVALUATION
Assessment and Evaluation
Planning Projects
School Accreditation
ASSOCIATE COMMISSIONER FOR GENERAL EDUCATION
Support Services
Curriculum Development
Student Services and Coordination
ASSOCIATE COMMISSIONER FOR OCCUPATIONAL EDUCATION AND TECHNOLOGY
Secondary Programs
Postsecondary Programs
Adult Programs
State Research Coordination Unit
Support Services
ASSOCIATE COMMISSIONER FOR SPECIAL EDUCATION
Special Education
Regional Day School for the Deaf
Texas School for the Deaf
Texas School for the Blind
Deaf Blind Annex
ASSOCIATE COMMISSIONER FOR EDUCATIONAL PROGRAMS FOR SPECIAL POPULATIONS
Bilingual Education
Compensatory/Migrant Educational Programs
Education for the Gifted and Talented
ASSOCIATE COMMISSIONER FOR PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL SERVICES
Instructional Resources
Teacher Education
Teacher Certification
Professional Support and Professional Practices
ASSOCIATE COMMISSIONER FOR BUSINESS MANAGEMENT AND CONTRACT SERVICES
Accounting
Program Control and Claims Review
Special Projects
Office Services
ASSOCIATE COMMISSIONER FOR FINANCE
Federal Funding
State Funding
School Administration
ASSOCIATE COMMISSIONER FOR FIELD SUPPORT SERVICES
Technical Assistance
Small Schools
Proprietary Schools and Veterans Administration
Regional Program Development
Urban Education

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Prior Dissemination Efforts

Project CITE is built upon a substantial base of previous accomplishments in dissemination. The focus of these accomplishments is the Division of Dissemination and Publication, originally established in 1968 in the Office of Planning. The Division was charged with three major responsibilities: program dissemination, public information, and internal communication. A recent reorganization of the SEA expanded the responsibilities of the Division of Dissemination to include agency publications, including the Production unit. The Division is one of four in the Office of Policies and Services.

The Division has implemented a number of activities to fulfill its responsibilities. Biennial state-wide conferences are run to promote awareness among practitioners of exemplary programs and practices. An extensive media capability has been established, and many types of audio-visual products are produced for SEA staff. This production unit produces half-hour television programs, radio news spots, and interviews as well as hundreds of slide-tape packages.

One of the most extensive dissemination efforts developed by the Division of Dissemination and Publications are the Demonstration Schools Network; the Network includes the Demonstration Schools in Individualized Instruction (DSII) and programs in areas chosen as a result of State Board of Education priorities. Schools throughout the state may submit their programs for review by SEA staff. If chosen as a demonstration site, the school must agree to establish a complete program to accommodate visitors.

Each year, hundreds of schools, many repeating year after year, apply for participation in the Network. The SEA provides no fiscal resources for demonstration schools but does serve to coordinate and support the Network. The major incentive for the schools appear to be state-wide recognition.

The Division of Dissemination and Publication handles inhouse communication through the production of a newsletter, Intercom, and through a regular schedule of staff briefing sessions on topics of critical interest. The Division serves as staff to SEA personnel, supporting their content expertise with communication skills.

In May 1972, the State Board of Education established a broad policy on public information which directs the agency to develop and maintain a comprehensive information collection and communication system with educators and other public officials. SEA leaders have translated this policy into a functional program, whereby all dissemination related activities conducted throughout the agency are coordinated through an Agency-wide Plan (AWP). Any unit establishing dissemination objectives must submit these objectives to the Division of Dissemination and Publications for awareness of the agency-wide effort. Budgets are attached to each objective, and sources of funds (both federal and state) are identified. Such an operational plan allows for facile review of the entire dissemination efforts, aiding the identification of unnecessary duplication and fragmentation.

This organizational structure is consistent with the policy on public information established by the State Board of Education. The Public Information Office develops all press releases (approximately 150 a year) for the agency. Although the public information function is usually a promotional one, the operational policy of the office is that the focus is on programs, not people.

The Public Information Office also develops a variety of publications for public consumption. Newsletters for people interested or involved in education are developed by the Office. Special publications, such as one on kindergartens, are prepared on an as-needed basis.

Another major activity of the Office is the preparation of the Biennial Report, describing activities and accomplishments of the Texas Education Agency. In all activities of the office, the placement within the Division of Dissemination and Publications encourages mutual sharing of comprehensive information resources to serve multiple purposes.

An agency as large as the Texas Education Agency produces and distributes a large number of publications. Such publications are coordinated within the Division of Dissemination and Publications, both in terms of design and development and in terms of actual production. Coordination of all publications is accomplished through an agency-wide committee which reviews plans for all major printed communications prepared by the Agency. Unnecessary duplication is avoided through committee review. Consistency of quality is also maintained through the technical expertise in design, graphics, and production within the Division of Dissemination and Publications.

The coordinator of the Special Programs Unit of the Division, in which Project CITE is situated, also manages the Demonstration Schools Network and the Texas Diffusion Network part of the National Diffusion Network. The coordinator maintains close links to other programs in TEA, such as ESEA, Title IV-C, which has objectives similar to those of the Special Programs Unit.

AN OVERVIEW OF THE PROJECT

Despite the quantity and scope of existing dissemination resources and activities, the Director of the Division of Dissemination and Publications was aware that a comprehensive and generalized dissemination capacity was not yet achieved. Three broad objectives for the dissemination program were not completely addressed. Thus, in July 1975, the director sought and received funds from the National Institute of Education (NIE) to address three objectives: 1) broaden the information resource base; 2) implement a personalized linkage system; and 3) further coordinate dissemination resources and activities within TEA.

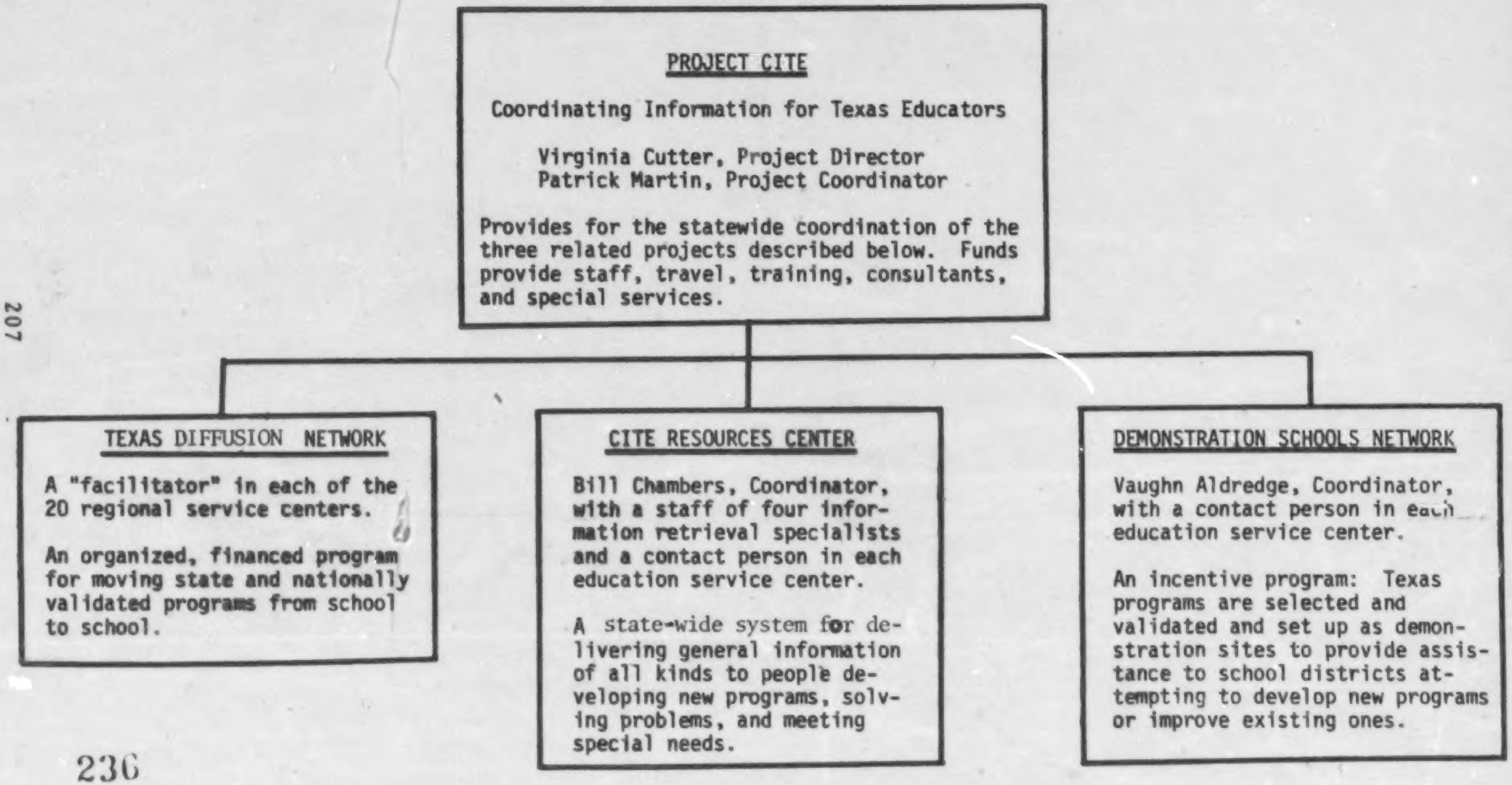
Project CITE (Coordinating Information for Texas Educators) is the organizational unit established to address the objectives. Because Project CITE is coordinated with the Demonstration Schools Network and the Texas Diffusion Network, the common goals of each program complement each other and enhance the overall service capacity of the Special Programs Unit.

Organizational Structure

The Division of Dissemination and Publications is one of four in the Office of Policies and Services. In this Office, dissemination operates primarily as a staff function to the Commissioner, being viewed as an agency-wide function. The Division has four major units: Special Programs, Internal Communication, Public Information, and Production. Project CITE is located within the Special Program Unit. Figure 10.2 diagrams the project's organizational structure.

Figure 10.2

Dissemination/Diffusion Coordination



PROJECT CITE

Coordinating Information for Texas Educators

Virginia Cutter, Project Director
Patrick Martin, Project Coordinator

Provides for the statewide coordination of the three related projects described below. Funds provide staff, travel, training, consultants, and special services.

TEXAS DIFFUSION NETWORK

A "facilitator" in each of the 20 regional service centers.

An organized, financed program for moving state and nationally validated programs from school to school.

CITE RESOURCES CENTER

Bill Chambers, Coordinator, with a staff of four information retrieval specialists and a contact person in each education service center.

A state-wide system for delivering general information of all kinds to people developing new programs, solving problems, and meeting special needs.

DEMONSTRATION SCHOOLS NETWORK

Vaughn Aldredge, Coordinator, with a contact person in each education service center.

An incentive program: Texas programs are selected and validated and set up as demonstration sites to provide assistance to school districts attempting to develop new programs or improve existing ones.

The Division of Dissemination has forty-seven total staff including two assigned full-time to CITE. In addition, CITE Resource Center has a staff of seven, with twenty linkers, representatives from the ESCs in the state, serving as field contact persons for the project. The total dissemination budget for the Division, including all four units, is about $735,000, while the budget for CITE is approximately $173,000, of which $97,000 is supported by the NIE grant. The CITE budget does not include the full contribution to the effort from the service centers or Title IV-C funds.

Goals and Objectives

The concentration of effort in Project CITE is on those objectives in the information resources and linkage components. Objectives for years one and two of the project have remained relatively stable over the project life. Figure 10.2 summarizes the objectives for the Texas project. The major thrust in information resources is the expansion of the quantity and scope of information available for responding to educators' requests. Such expansion is concentrated on augmenting the ERIC files with information about programs and practices operating in Texas and with "fugitive" information in the area of curriculum materials.

Another principal thrust of the project is the development of a statewide personal linkage system based upon the existing intermediate service agency structure in the state. First year linkage objectives concentrated on the piloting of the system with half of the intermediate agencies. In

Figure 10.3

Matrix Listing Objectives By Components for Texas

Component		Year 1 Objectives
INFORMATION RESOURCES	Information Search Services	Provide information services to ten (10) Educational Service Centers through subscription
	Texas Resource Base	Develop filing and indexing system for storing "fugitive" documents
	Programs/Practices File	Develop a file of Texas Programs and practices to supplement existing national and state information resources
	Curriculum File	Develop file of curriculum guides
	Model ESC Information Center	Design model for information center at ESC level
LINKAGE	Train Linkers	Train appropriate linkage personnel in ten (10) participating Service Centers in question negotiation and information services
	Needs Assessment	Develop materials/procedures for assisting local district personnel in identifying program needs
LEADERSHIP	Dissemination Coordinating Council	Establish 15-member SEA group for coordinating SEA dissemination activities
	InCite	Prepare and distribute newsletter on Project CITE activities
	External Coordination	Establish communications with Texas agencies external to SEA
	Evaluation	Design new evaluation instruments and methodologies
	Incentives	Expand use of incentives to promote knowledge seeking and utilization

Component		Year 2 Objectives
INFORMATION RESOURCES	Information Search Services	Provide information services to all twenty (20) Educational Service Centers through subscription
	Texas Resource Base	Continue to build resource base using new indexing and filing system
	Programs/practices File	Continue development and utilization of programs/practices files
	Curriculum File	Use curriculum file where appropriate in responding to requests
	Completed Search File	Develop file of completed searches for ready reference
	Model ESC Information Center	Demonstrate model ESC information Center to all ESCs
LINKAGE	Train Linkers	Train appropriate linkage personnel in ten (10) remaining Service Centers in question negotiation and information services. Expand and intensify training program for personnel in all twenty (20) ESCs
	Needs Assessment	Promote utilization of needs assessment activities at local level
LEADERSHIP	Dissemination Coordinating Council	Continue work of DCC
	InCite	Prepare and distribute newsletter on Project Cite activities
	External Coordination	Maintain and expand communications with Texas agencies external to TEA
	Evaluation	Implement expanded and improved evaluation system
	Incentives	Continue use of SEA-controlled incentives to promote knowledge seeking and utilization

the second year, all of the service agencies are included in the project, with a stronger emphasis on training and support activities for linkage personnel.

To enhance the relevance of information and linkage services, a variety of needs sensing activities are being developed through or in conjunction with the project. Based upon such information as is obtained through sensing activities, the project leadership is coordinating an extensive range and number of dissemination resources and activities to bring a critical mass of resources to bear on the information and assistance needs of educators in Texas.

Programmatic Changes

The development of Project CITE is characterized less by changes than expansion of products and activities during the second project year. The major expansion is reflected in the addition of the remaining ten ESCs to the linkage system. This expansion is accompanied by expansion of activities relating to file development, needs assessment, and evaluation. One major new activity is the development of a ready reference file of completed searches scheduled for the second project year.

INFORMATION RESOURCES

A major objective of Project CITE is to expand the quantity and scope of the information resources available to educators. One of the "mainstays" of the information resources component is the ERIC files (RIE and CIJE) and, since 1972, Texas Information Services (TIS) has been providing searches of these files. TIS, now part of the CITE Resources Center, will continue to provide computerized searches of the ERIC files but has also been augmented by information from other files.

Resource Base Development

A Texas programs/practices file has been developed and has over four hundred descriptions of promising or exemplary programs in the file. The programs are identified through such sources as the Demonstration Schools Network, ESEA Title III/IV, and the National Diffusion Network. CITE collects information on programs submitted from schools throughout the state. Those that are eligible are validated by the Texas Validation System as programs which are effective and worthy of adoption in other schools or districts. Programs not validated are also stored in the Resource Center's programs file. The file is organized so as to be accessed through procedures similar to those for searching the ERIC file. Project staff have developed several different "input" forms for the collection of information on programs and practices for inclusion in the files.

Fugitive materials collected from both state and national sources are being organized into a special file. Here, too, an

ERIC compatible, manual retrieval system has been designed to support utilization of this resource, along with other resources. Because the file is relatively small, at present, manual techniques are employed. As the file grows, the filing and indexing system allows for computer storage and retrieval.

Two other supplementary files are being developed to improve the quality and efficiency of information services. A file of curriculum guides is being developed as is a file of completed searches. While the emphasis of the response is on customized searches for each client, a file of completed searches can provide quick responses in emergency situations and can easily be updated.

Responding to Client Requests

Approximately sixty-seven percent of information requests come from elementary and secondary school personnel; about fifteen percent are submitted by ESC personnel, and the remainder are from TEA staff and other miscellaneous audiences. Information services are provided to ESCs through a multilevel subscription service contract with the CITE resource center. Nine of the ten ESCs participating in the first year of the project increased their level of participation during the second year. The number of information requests from the field is increasing rapidly.

The ERIC file is accessed through both the Lockheed and the SDC systems. The coordinator of the Resource Center finds the SDC system easier to use, but the Lockheed offers a wider range of files. Since both systems are used on a "pay-as-you-go" basis, the arrangement combines ease of use with access to a comprehensive data base. The Resources Center employs three full-time searchers, one of whom handles emergency, quick turn-around requests.

The Resources Center staff emphasize the use of microfiche in providing full documentation to clients. Hard copy reproduction is provided in limited quantities. Cost is the major reason for emphasizing microfiche.

Statistical and management information collected and analyzed by the SEA is available through the CITE Resources Center. Since the Center serves as a repository for all SEA publications, it serves as a one-stop center for almost any education-related request from any educator in the state.

Products

Different products are used to respond to the variety of client requests. The predominant product is a complete literature search of ERIC files supplemented by documents from the fugitive documents file.

The Resources Center prepares a limited number of special information packages, when sensing information signals that a high demand for specific information exists. Special packages have been prepared in such areas as equal opportunity for women, teacher evaluation, and educational futures. Prepackaged information is viewed by the project staff as a supplementary activity for responding to hot topics; the majority of effort is directed to the preparation of customized responses.

Priorities

Both the Project Director and the Project Manager view providing comprehensive responses to all requests for information and assistance as being the top priority of the information resources component. Both believe that achieving the quickest possible turn-around time is important. Developing the resource base was viewed by the Manager as being one of the most important goals of the entire project.

LINKAGE

The linkage component of the Texas dissemination system employs a variety of mechanisms for two-way communication with practitioners. Many of these mechanisms have been in existence for several years and are an institutionalized part of the Division of Dissemination and Publications.

Linkage Development and Linkage Agents

Linkage resources used by Project CITE Center are made functional by the establishment and maintenance of a personalized linkage system of consultants/facilitators working in the twenty Education Service Centers. The philosophy of the Project Director is that anyone working in a technical assistance role with local practitioners is a potential linker. Recognizing that information services are an integral part of any program improvement effort, and that information utilization is enhanced when integrated with such program improvement efforts, CITE leaders have sought to augment the role of existing ESC personnel.

Because ESC personnel have an established helping relationship with local personnel, little training is required in order that these ESC consultants can serve teachers and administrators. CITE staff has prepared training materials to teach ESC personnel question negotiation and other skills related to information services. In the second project year, with all twenty ESCs involved in the project, an intensified training and support effort is being undertaken.

Project CITE has sought to coordinate and use existing linkage resources rather than create new ones. ESC staff assist CITE in the development of needs sensing and training products and practices. One ESC has developed a self-contained needs assessment process for elementary school teachers. Another is developing a program for training curriculum specialists to assess and prepare information for inclusion in the several CITE resource center data bases. A third is developing a package for use by principals and ESC staff in training local teachers to use the CITE information system. A fourth is attempting to design a model information resource center for installation at each of the ESCs. Such a center would supplement CITE resources and allow for quick access to high utility documents.

ESC staff not only direct requests to the CITE Resources Center but also review the information package for appropriateness and relevancy. The ESC consultant delivers the search to the client, assists in its review and interpretation, and under takes follow-up assistance as required.

Although the concentration of Project CITE is on the enhancement and utilization of an already existing force of personal linkers, it is important to realize that this effort is only one of the major linkage activities employed by TEA. The personalized linkage system represents a critical component of a well-rounded linkage system of personalized and media activities.

LEADERSHIP

CITE activities in the area of leadership build upon a number of accomplishments. A fifteen member agency-wide Dissemination Coordinating Task Force serves as a planning and organizational group for the SEA and seeks to coordinate existing SEA dissemination activities with Project CITE. One representative from each of the twenty ESCs serves on an advisory group for the project. These persons participate in planning for the future development of Project CITE. Coordination appears to be the major concern of leadership activities in the CITE endeavor.

Project Director

The Project Director of CITE is able to promote the integration and institutionalization of CITE services through her participation on the Executive Planning Committee (middle management) and on the Commissioner's Coordinating Council (CCC), the policy level management group in TEA, composed of associate and assistant commissioners. The Director of the Division of Dissemination and Publications is only one of two division directors in the agency to sit on the CCC, perhaps an indication of the importance given dissemination as an agency-wide function. Both the Project Director and the Project Manager meet monthly with the Policies and Services Committee of the Executive Director's Group, which is composed of the directors of the twenty ESCs. A project newsletter, Incite, is distributed regularly within the agency and to the ESCs.

Planning and Coordination

Coordination with agencies external to the SEA is being undertaken. Briefings on Project CITE have been held with such groups as the Department of Community Affairs, the University of Texas Education Research and Development Center, and the Southwest Educational Development Laboratory. The Laboratory has made materials on parenting education and bilingual/bicultural studies available to CITE staff. CITE is using the R&D Center's Concerns Based Adoption Model as part of the conceptual underpinning for the broad dissemination effort.

Because CITE staff view information services as being of most use when provided within the context of a program improvement effort, and because the CITE coordinator links to the National Diffusion Network and Title IV-C, "packaging" fiscal incentives as a follow-up to information utilization is easily accomplished. Using the information services of CITE leads naturally to viewing appropriate program alternatives and to procuring financial and technical assistance in the implementation of new programs or practices.

The Demonstration Schools Network, as discussed earlier, is an example of the use of SEA recognition and commendation to motivate educators to use knowledge to improve practice. Each year thousands of educators throughout the state visit schools in the Network or evaluate other programs available nationally for possible implementation in their own schools.

Creating Client Awareness

Each of the ESCs appoints a CITE contact person to work with staff in the SEA. CITE provides orientation and awareness materials in order that ESC consultants can make local educators aware of the service. Awareness/orientation activities are monitored by CITE staff in order to plot the progress toward creating 100 percent awareness of CITE services throughout the state. Since CITE is able to "piggyback" on already established dissemination activities, such as the Demonstration Schools Network and the National Diffusion Network, awareness activities are a natural part of the ESC consultant's work in the local school districts.

Priorities

The Project Manager views creating awareness among clients of the available services as the most important objective of the project during the second project year. Both the Director and the Manager believe that assisting clients in problem definition or needs assessment is a critical element of an effective linkage service. Other linkage objectives given high priority include communicating information on clients' needs to the managers and agents of the various state dissemination systems.

CITE's Project Director and Project Manager have implemented a comprehensive activity for monitoring the utilization of time, dollar, and person resources in the accomplishment of objectives of the Division of Dissemination and Publications. Detailed logs and procedures are maintained for analysis of deviations in resource utilization projections for objectives and activities. Regular staff meetings with unit coordinators allow the project director to identify potential problems and to make adjustments in resource allocation.

Evaluation

CITE staff use a number of instruments and procedures for monitoring the provision of services and evaluating their quality. Monitoring activities focus on awareness activities conducted by the ESC personnel. A "CITE Material Evaluation" form is used to gain feedback on the client's perception of the quality and utility of the information provided. The staff has instituted a follow-up (three months after service) survey to determine the client's perceived utilization of the materials provided.

Evaluation information obtained from the forms sent out thus far has indicated a general satisfaction with the information services the clients have received. Since the return rate on these feedback forms has been low, the staff is cautious in using the information and is seeking to improve return rates. Evaluation is concentrated on the information services, and no assessment is made of the client's perception of the quality of the services provided by the linking agent.

Priorities

The Project Director views the leadership component as the most important goal for this second year. While she emphasizes the priority of leadership objectives, the Project Manager is greatly concerned with objectives for linkage and information resources. This difference in perspective is to be expected because of the day-to-day responsibilities of each official. The Director feels that the most important leadership objective is to develop a comprehensive, agency-wide dissemination system, while the Manager believes that monitoring day-to-day operations of the CITE project is the top priority. Despite the strong emphasis of Project CITE on the development of information resources and linkage services, both the Director and the Manager are building a strong leadership effort for dissemination in Texas Education Agency.

OBSERVATIONS

The Texas Education Agency has one of the most comprehensive dissemination programs in the country. A host of factors has contributed to this accomplishment, not the least of which is the establishment of a Division of Dissemination and Publications. This macro-level organization change came at a time when dissemination was a newly developing function in SEAs. As the function grew in importance, the Division grew also, serving as a coordinating mechanism for the many communication activities required of an agency moving into a strong leadership and service role with respect to local school districts.

Several of the major dissemination activities (e.g., the Demonstration Schools Network and the Texas Information Service) are the product of several years of development. The existence of a coordinating mechanism, in the form of the Division, and the strong support of top-level SEA management enhanced the development of the comprehensive dissemination program. A combination of top-down and bottom-up approaches appears to have resulted in the present view of dissemination as a major SEA function. The accomplishments of Texas Education Agencies's dissemination efforts indicate that the development of a comprohensive system is possible even in a large, complex agency.

The comprehensiveness of the Texas dissemination program will make it difficult to "sort out" those effects which are attributable to Project CITE from other activities. Since the CITE staff is eager to develop an impact assessment process, it is possible that NTS staff may facilitate this development during the latter stages of Phase I.

The Texas program presents still another variation of the linkage agent. Rather than using linkers in a full-time information services role, the linkers in the ESCs use information services as part of a repertoire of skills for serving local educators. It may be possible to analyze the different role configurations of linking agents and assess the effectiveness of certain roles.

1977

11

COMPARISONS AND CONTRASTS

INTRODUCTION

A primary step in experimental design is observation. As the preceding reports amply indicate, there was, indeed, much to observe during the familiarization visits to the Cohort I projects. The tables presented in this chapter attempt to summarize those observations and to identify variables of interest in the full-scale design of the Program evaluation.

As is clear from the descriptions of the nine State Capacity Building Grant Projects, the variations among the states are so great as to make even the most general of comparisons and contrasts difficult. However, National Testing Service believes that some description of the projects within a general typology is both possible and helpful, even though some information is lost in aggregating and categorizing the unique features of each state project.

The eight tables presented in this chapter were developed in response to this belief. At times the "fit" of some states into cells in the tables is less than perfect. Footnotes and the narrative discuss variations which the tables cannot accomodate. The comparisons and contrasts are organized using the outline structure of the individual state reports themselves. Thus, this chapter contains four main sections: Context, Information, Resources, Linkages, and Leadership.

Clearly, the analyses presented in this chapter are primitive. Each is based on a two-day visit and whatever documentation was available at the time of the visit. In addition, the ability to make fine distinctions based on relatively scanty information is limited. NTS recognizes that many other statements could be made for each category; these statements are based solely on that information collected during the familiarization visits and during the pilot test period.

CONTEXT

There is strong support for the states' contention that they are unique settings for the implementation of Capacity Building Projects (CBPs). Table 1 summarizes the context in which each state's project has developed. Almost every category in this table demonstrates the diversity of the nine states which comprise Cohort I. The variation within categories is an indication of the dissimilarity that exists within the projects as a group and further underscores the difficulty of describing states and Capacity Building Projects in tables.

Significant State Characteristics

With respect to geographic size, the Cohort I States with Capacity Building Projects include the largest and the second smallest state in the country. The population ranks of the ten states range from second to forty-ninth. Interestingly, the largest state in size (Alaska) also has fewer people than any other state except Wyoming, while the second largest state (Texas) ranks fourth in population. The second smallest state (Delaware) ranks forty-seventh in population, while the third smallest state (Connecticut) ranks twenty-fourth. Thus, states with Capacity Building Projects include those both densely and sparesly populated.

Six of the nine states (Alaska, Connecticut, Illinois, Montana, New York and Texas) are divided into regions for the provision of at least some educational services. The other three states (Delaware, Kentucky, and South Carolina) do not have a regional structure.

Schools and Enrollments

Similar diversity is evident in the school and enrollment figures for the nine states. As might be expected, all nine states receive the same relative ranking for total population and public school enrollments. Alaska has 52 school districts and 352 public schools which serve a student population of 94,000. The state's smallest school district serves 49 students; the largest school district serves almost half of the state's entire student population. Delaware has the smallest number of school districts (26) and public schools (199) of the nine states. But Delaware's public school enrollment (127,000) is larger than that of Alaska. Texas has the greatest number of school districts (1,126) and more public schools (5,303) than any other state, but ranks second among the nine states with respect to total public school enrollment (2.9 million). New York has more students than any other state (4 million), and ranks third with respect to number of school districts (737) and schools (4,425). Illinois is second in these last two mentioned categories, with 1,024 school districts and 4,536 public schools. Illinois ranks third among the nine states in total public school enrollments (2.24 million). The number of public school professionals ranges from a high of 200,862 in New York to a low of 4,900 in Alaska.

State Education Agency

By law, each State Education Agency has a Chief State School Officer (CSSO). Some states refer to their top education officer as the Commissioner; others designate him/her as the State Superintendent. Three methods of selection for this official are used: election by popular vote, appointment by the State Board, or appointment by the Governor. In six of the nine states with Capacity Building Projects, the CSSO is appointed by the State Board, while in the other three states (Kentucky, Montana, and South Carolina), the CSSO is elected by the people. Whether elected or appointed, each CSSO is in charge of his/her entire agency.

SEA size ranges from a low total of 60 staff in Delaware to a high of 3,500 in New York. As with enrollments and public school professional staffs, the total number of SEA staff tends to be closely related to each state's relative population rank.

A similar parallel cannot be drawn between average annual teacher salaries and current educational expenditures. While Alaska ranks highest with respect to teacher salaries, it ranks second to last among the nine states with respect to current total expenditures for education. Current educational expenditures ranged from a high of 8.0 billion dollars in New York to a low of 2.15 million dollars in Delaware.

Relationships

There are a number of relationships that could be hypothesized in terms of these contextual variables and project characteristics. For example, one would expect the linkage system in small states to vary considerably from that in large states and to some extent that is the case. The three states which are not divided into regions - Delaware, Kentucky, and South Carolina - are among the smallest states, ranking forty-ninth, thirty-seventh, and fortieth respectively. However, the third smallest state in the country (Connecticut) is divided into regions and provides some services through the educational service centers (ESCs). Variation with respect to any project characteristic is not as neatly tied to contextual variables, such as those in Table 1, as might be expected. A host of nonnumerical, even nonmeasureable, factors interact to produce the type of linkage system employed or the placement of the project in an agency. Table 1 provides only the most obvious context in which the projects operate. Knowledge of the context within which each project is embedded should increase one's understanding of the entire State Capacity Building Grant Program.

INFORMATION RESOURCES

The diversity apparent in the overall context of the nine states is reflected in the Information Resources Component of the

Table 1

STATE CONTEXT FOR THE PROJECTS

	Significant State Characteristics			Schools and Enrollment				State Education Agency		
	Size	Population Rank[1]	Regions[2]	Number School Districts	Number Public Schools	Total Public School Enrollment[3]	Public School Professionals	Total Professional Staff	Chief State School Officer Elected (E) Appointed (A)	Total[4] Current Education Expenditures
ALASKA	1	49	yes	52	352	94,000	4,900	130	A	$ 230,000,000
CONNECTICUT	48	24	yes	165	1,124	635,000	41,514	150	A	45,727,068
DELAWARE	49	47	no	26	199	127,000	7,000	60	A	215,000,000
ILLINOIS	24	5	yes	1,024	4,536	2,238,000	129,543	1,010	A	3,793,390,876
KENTUCKY	37	23	no	181	1,408	694,000	37,346	475[5]	E	632,618,000
MONTANA	4	44	yes	600	827	170,000	9,600	180	E	270,000,000
NEW YORK	30	2	yes	737	4,425	3,958,600	206,200	3,500	A	8,035,000,000
SOUTH CAROLINA	40	26	no	92	1,175	651,358	34,239	200	E	664,275,765
TEXAS	2	4	yes	1,126	5,303	2,900,000	200,862	1,000	A	3,700,000,000

[1] 1970 Census Figures

[2] Table 6 amplifies this category.

[3] Enrollment figures are rounded to nearest thousand.

[4] 1975 Figures

[5] Excludes Vocational Education Employees who work in the Vocational Education regional schools and regional centers. However, these people are also paid through the SEA payroll. The figure does include those Vocational Education employees who are based in the SEA.

projects. Nonetheless, this is the most stable of the components. More is known about this component than the others, and several extensive data bases, such as ERIC, are readily available to all SEAs.

Two tables have been used to summarize this component: Table 2 charts the location and funding sources of each state's information resource base; Table 3 describes the scope of these resources. Variables of interest in this component include source of funding for the resource base, search capability (in-house vs. contractual), location of resource base, current project-stated emphasis (developing new resources vs. coordinating available ones), and scope of collection.

Funding Sources

State Capacity Building Project funds support the Information Resources component in all nine states but in only two states (Alaska and Delaware) is the NIE grant the sole source of financial support. Eight states use a combination of state-controlled federal funds (e.g., ESEA Title IV-C, Special or Vocational Education) and state funds to support the resources component. Two states (Connecticut and Texas) charge for information services, and thus have an additional source of support for the component. In Connecticut, two free searches are available to each district, but more comprehensive services are provided through subscriptions from local education agencies. In Texas the intermediate units, Educational Service Centers (ESCs), are charged for the services, but the ESCs do not charge their clients.

Table 2

CHARACTERISTICS AND FUNCTIONS OF INFORMATION RESOURCE BASE

	PRIMARY LOCATION OF COLLECTION			FUNDING SOURCES			Client Charges for Search Services	EMPHASIS ON:	
	SEA	ISA	Outside State	SCBP	SEA-Federal	SEA-State		Development of New Resources	Coordination of Available Resources
ALASKA			X	X			No		X
CONNECTICUT		X		X	X		Yes		X
DELAWARE	X			X	X	X	No	X	X
ILLINOIS	X			X	X	X	No	X	X
KENTUCKY	X			X	X		No	X	X
MONTANA			X	X	X		No	X	
NEW YORK	X			X	X	X	No	X	X
SOUTH CAROLINA	X			X	X	X	No		X
TEXAS	X			X		X	Yes	X (secondary)	X (primary)

Search Capability

Two options for conducting searches are evident in the states. Five states have in-house capabilities for conducting ERIC searches. Connecticut, Delaware, and Kentucky use Lockheed's Dialog system; Texas uses both Dialog and System Development Corporations' Orbit system; New York purchases search services from private corporations within the state.

Some states contract with external agencies for all or part of their search services. Agencies which serve as resources for the State Capacity Building Projects include San Mateo Education Resource Center (SMERC) in California, Research Information Service for Education (RISE) in Pennsylvania, the North Colorado Educational Board of Cooperative Services (NCEBOCS), and ERIC Clearinghouses.

Alaska's Project A-TIP contracts with SMERC for ERIC searches and fugitive information. Illinois's searches are conducted through ERIC Clearinghouse contracts. Searches for Montana clients are run under contract with SMERC, NCEBOCS, and Connecticut's ERC. Connecticut and Delaware maintain active contacts with RISE. Connecticut also uses the services of SMERC. These two states thus have a network of resources which extend beyond the states' in-house information resource centers.

Location of Resource Base

Resource base location is closely tied to type of search capability. Those states with in-house capabilities have an identifiable resource center, some of which are housed within

SEA units. Illinois, Kentucky, New York, and South Carolina fit this mode. Delaware's center is physically located at the State College but organizationally is in the SEA. The Texas center is housed at the Southwest Educational Development Lab organizationally is a part of the SEA. Connecticut's Education Resource Center is located in an intermediate service unit.

Alaska and Montana contract outside their states for ERIC searches and use SEA contacts for gaining access to other resource bases. Alaska's A-TIP directs requests to the appropriate source, whether it be Talent Bank, the SEA Library, or SMERC. Illinois has established contacts with other information bases in the state and has developed an in-house computer retrieval system. Montana also plans to develop in-house capabilities; at the same time, Montana is upgrading its SEA Library to serve as a resource center.

Component Emphasis

Another concern of the staff of the Information Resources component is whether the degree of emphasis is placed on the development of new resources or the coordination of existing ones. In most of the states, primary emphasis is on developing resources. For example, Alaska is designing a promising practices file and New York is developing two computerized ERIC-compatible files, one that relates to programs/practices and the other that organizes teacher-developed curriculum materials. In Illinois, resource packets based on SEA priorities and needs have been, and will continue to be, developed and disseminated. Kentucky is producing special research information packets and abstracts of promising practices for statewide and selective dissemination. Montana also plans to prepare prepackaged information packets for distribution.

In one state, South Carolina, the major stress is on coordinating available resources. Here, developmental activities are limited to updates and revisions of available products.

In Texas, coordinating available resources is the primary concern, while developing new resources is of secondary importance. The project's title - Coordinating Information for Texas Educators - reflects the primary focus. Texas also prepares information packages based on the needs of teachers, as determined by a survey.

Scope of Collection

As Table 3 indicates, the projects use a wide range of resources in responding to requests for information. With the exception of the ERIC file (RIE and CIJE), no other resource is used uniformly by all nine states. Through the use of computer retrieval systems, such as DIALOG, most states have access to other national data bases. These include NTIS, Psychological Abstracts, and Abstracts of Instructional Materials/Abstracts of Research Materials (AIM/ARM).

Promising practice files are another resource being developed and used by the states in responding to client requests. Such files are often linked to either ESEA Title IV-C Programs or the National Diffusion Network. New York's promising practice file is designed to serve as a management information resource as

Table 3
SCOPE OF COLLECTION OF INFORMATION RESOURCE BASE[1]

STATE	ERIC	Other Research Information Files	Promising Programs and Practices	Management Information System	Fugitive Documents	Legislation/ Regulations	Human Resource File	Curriculum Materials	Prepackaged Information
ALASKA	X	X	X		X	X	X	X	X
CONNECTICUT	X	X	X		X	X	X	X	X
DELAWARE	X	X	X	X	X	X	X		X
ILLINOIS	X	X	X	X	X		X	X	X
KENTUCKY	X	X	X		X	X		X	X
MONTANA	X	X	X		X				X
NEW YORK	X	X	X	X		X		X	X
SOUTH CAROLINA	X	X	X	X	X	X		X	X
TEXAS	X	X	X	X	X	X	X	X	X

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[1] Refers to whether these collections are directly and/or formally tied to the State Capacity Building Grant Project. Project either provides or refers clients to these sources of information.

well as a resource of use to LEA staff. Thus, for management purposes, without any attempt to screen or evaluate for quality, the entire population of programs in a particular area, such as ESEA Title I, is entered into New York's file. However, with the help of evaluation results, the system design provides a means for identifying exemplary or superior programs for use by LEA staff.

Four projects (Illinois, New York, South Carolina, and Texas) either directly provide or refer a client to sources of management information. Data and statistics on a large number of variables are collected by almost every SEA, but, at this point, integration with the State Capacity Building Project resource base is limited.

All nine projects either maintain or have access to a fugitive documents file containing information resources not available in ERIC or other national data bases. Most often the fugitive documents file is a manually accessed one which is organized in an ERIC-compatible manner so as to facilitate retrieval. Those states which use SMERC services have access to a computerized fugitive document file, the Fugitive Information Data Organizer (FIDO).

Five projects (Alaska, Connecticut, Delaware, Illinois, and Texas) are developing human resource files as a means of responding to client requests for technical assistance. Alaska's file is a state-supported bank of human resources, with consultant services paid for by funds provided by the State Legislature. Connecticut, Delaware, Illinois and Texas,on the other hand, provide only references to human resources and do not supply financial resources for consultants. New York had plans to develop a computerized human resource file but abandoned it because the transitory nature of the file was viewed as entailing costly program and storage procedures. In addition, the task of developing the other two ERIC-compatible files took all the time of available staff members.

All nine states prepare some form of prepackaged information in response to high-frequency requests. The content of the packages varies according to local demands.

LINKAGE

Linkages among the clients and the resource base are multifarious. Although the major focus of the linkage function in the nine projects is on the personal linker, there is some attention given to other linkage activities and services as identified in the IPOD Report and Recommendations.[1] Table 4 broadly categorizes the linkage services of the projects. Tables 5 and 6 provide a more in-depth delineation of the personal linkage agents and the intermediate agencies employed by the projects.

Linkage Services

The categories in Table 4 indicate services provided to clients as part of the NIE Project or services coordinated through the NIE Project. All nine states use personal linkage agents as a means of linking clients to the resource base. All

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[1] Report and Recommendations: Interstate Project on Dissemination, January, 1976, pp.41-43.

Table 4
LINKAGE SERVICES[1]

STATE	Personal Linkers	Targeted Communications	Conferences Workshops	Training	Mass Media	Computer Based User Systems
ALASKA	X	X	X	X	X	X
CONNECTICUT	X	X	X	X	X	
DELAWARE	X	X		X	X	
ILLINOIS	X	X	X	X	X	
KENTUCKY	X	X	X	X	X	
MONTANA	X	X	X	X	X	
NEW YORK	X	X	X	X	X	
SOUTH CAROLINA	X	X	X	X	X	
TEXAS	X	X	X	X	X	X

[1] Services provided to clients as part of the State Capacity Building Project or coordinated through the project. Categories included on this table are adaptations of those included in the Report and Recommendations: Interstate Project on Dissemination, January, 1976, pp. 41-43.

states except Delaware, Kentucky, and South Carolina have operating intermediate units. Targeted communications are employed by all nine projects; all the states also use conferences and workshops.

All nine states employ some form of mass media which, at times, under the auspices of the State Capacity Building Project, creates awareness of project activities and services. South Carolina has developed scripts for use on Instructional Television (ITV). The Texas monthly newsletter has been in existence for several years and is an institutionalized part of the Division of Dissemination. A telecommunications system is planned for use in Alaska. Some types of linkage services which could be developed and employed, such as computer based linkage systems, have not yet been used by any projects.

Personal Linkage Agents

The 1975 Grants Announcement for the NIE Capacity Building Program endorses the personal linkage concept.[2] The states responded to the announcement by highlighting the personal linker as the major focus of the linkage components in their projects. The emphasis on the personal linker is reflected in all nine states, but diversity exists even within individual projects with

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[2] An excerpt from the 1975 Grants Announcement states: "Printed materials, media, and electronic devices can contribute to the performance of the linkage function, but interpersonal communication is essential in providing client services. Considerable research in education and in other fields shows that direct, person-to-person communication is both the preferred and the most effective way to help others utilize new knowledge and practices." (p. 5). The 1976 Grants Announcement reiterates this endorsement of the personal linkage concept (p. 12).

Table 5
PERSONAL LINKAGE AGENTS[1]

	ROLE OF AGENTS		LOCUS OF CONTROL						TYPE OF SERVICES[6]
	Full-time(F) Part-time(P)	Total Identified Agents Number	Placement of Agents	Funding Sources for Linkage Agents					Spread (S) Exchange (E) Choice (C) Implementation (I)
				SCBG	SEA-Federal	SEA-State	ISA	LEA	
ALASKA	F[2]	1	ISA		X		X	X	S,E,C,I
	P	7							
CONNECTICUT	F	4	ISA	X					S,E,C,I
	P	13	LEA					X	
DELAWARE	F	1	SEA	X					S,E,C.I
	P	25	SEA	X					
ILLINOIS	P 82-100	82-100	IU Regions		X	X			S,E,C,I
KENTUCKY	F	3	SEA	X					S,E,C,I
	P	1804	LEA					X	
	P	4004	LEA					X	
MONTANA	P	20	IU Regions		X	X			S,E,C
	P	404	LEA					X	
NEW YORK	P	5	IHE						S,E,C,I
	P	27	ISA				X		
SOUTH CAROLINA	F	2	SEA	X					S,E,C
	P	114	LEA					X	S,E,C,I
TEXAS	P	20[5]	ISA		X	X	X		S,E,C,I

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[1] This table confines the definition of a personal linker to those who were specifically identified by the Project Director as responding to resources available.

[2] Alaska's fulltime linkage agent is part of NIE's Reading Consortium Project. He serves 2 of 10 school districts in his region and uses the SCB Project services extensively.

[3] New York receives "insignificant" (4%) SEA Federal support for the agents.

[4] These numbers are approximate. The estimates were obtained from the Project Director in each state.

[5] Although each Regional Resource Center has only one official field contact person with the SCB Project, the Project Director's philosophy is that linkage is a function and that anyone working with the local practitioners in a technical assistance role serves this function.

[6] The four-level definitions adopted by the Dissemination Analysis Group (DAG) has been utilized to describe the types of services linkage agents provide. *Spread* refers to the one-way communication of knowledge in all its forms: information products, ideas and materials, "as though sowing seeds." *Exchange* is defined as "two-way or multi-way flow of information, products, ideas and materials as to needs, problems, and potential solutions." *Choice* involves "the facilitation of rational consideration and selection among materials, ..effective educational practice, and other knowledge that can be used for the improvement of education. *Implementation* is defined as "the facilitation of adoption, installation, and the ongoing utilization of improvements."

respect to a number of variables. As indicated on Table 5, the variables are: (1) locus of control of the agents, (2) role of the agents, (3) services provided by the agents, and (4) number of agents.

Locus of Control. The placement of the linkage agents and their sources of financial support are major determinants of the linkers' locus of control. When the project does not exert direct control over these individuals, linkage agents report to a unit other than the SEA and are paid with monies that do not belong to the Capacity Building Project. To describe the nature of their relationships with such linkers, adjectives like "delicate," "tenuous," and "voluntary," are used by the Capacity Building Project Directors. Alaska has linkage agents who operate out of intermediate service units (Regional Resource Centers) which are not part of the SEA; this means that Project A-TIP has no direct control over their activities. However, Project A-TIP does provide technical assistance and training for individuals operating from Alaska's Regional Resource Centers. Texas, too, has linkers at the ISA level but does not have direct control over their activities. Twenty representatives, one in each regional Education Service Center, serve as field contact persons for the project.

New York's situation is similar. In seeking to improve access to EPSIS information resources and services, New York works through EPSIS field representatives in its intermediate units (BOCES). Each BOCES selects a linker and EPSIS provides training in such areas as the ERIC system, question negotiation, and request submission.

Illinois' and Montana's identified linkers are neither project-based nor project-controlled, although both projects provide them with training. In Illinois, each of the five regional Program Service Teams has a number of volunteer linkers who are making initial contact with LEAs and developing a local representative in each. Montana mainly uses locally-controlled and locally-based agents; the project has also trained twenty agents in the Special Education Service Regions.

In contrast with the above five states, Delaware has direct control over some of its linkage agents who are supported with project funds. Kentucky and South Carolina have utilized a combination of project-controlled and volunteer linkage agents. The two SEA-based linkage agents in South Carolina are paid through project monies and have both statewide and department-wide linkage functions. South Carolina also has 114 volunteer local district representatives who serve as linkage agents for the state's 92 school districts. Kentucky's Project SEARCH utilizes a three-tier linkage system with three project-controlled Dissemination Coordinators, 180 part-time LEA representatives, and approximately 400 school librarians. Connecticut's four linkage agents in the Education Service Centers are fully supported with project funds and assigned to cover the districts of the six ESCs.

Role of Agents. The linkage agent's role is related to project control. When the linker is not directly controlled through the SEA, the information consultant's role is usually a part-time one, with all or most of the individual's remaining time spent in functions (such as teacher, principal, librarian, and assistant superintendent) that are not specifically related to linkage. South Carolina's local EPC representatives, Kentucky's local district representatives and school librarians, and Montana's LEA representatives all follow this pattern. They provide linkage services on a part-time, volunteer basis. They are paid for their jobs as teachers, librarians, or principals, but not specifically for providing linkage services. The quality, availability, and commitment of these individuals naturally varies even within a given project.

In five of the states with intermediate units, individuals perform information and linkage activities for the Capacity Building Project as part of a larger service role. This is true of Alaska's Regional Resource Center personnel, Illinois' Program Service Team volunteers, New York's BOCES representatives, Montana's linkage agents in the Special Education Regions, and Texas' ESC consultants. In all of these states, the Capacity Building Project does not directly control the linkers, and the individuals are not considered to be full-time project linkers.

In Connecticut, the only other state with intermediate units, the linkage agents are totally funded with project monies and operate as full-time linkage agents. In addition to Connecticut, three other states have project control over some of their linkage agents. Delaware's one Field Agent is based in the SEA and provides in-depth services to four LEAs. Delaware is the only state in which the Capacity Building Grant is the sole source of support for its linkage agent. South Carolina's two Department-based linkage agents provide services to the SEA and also to local districts. Kentucky has three full-time area Dissemination Coordinators.

Number of Linkage Agents. The absolute number of linkage agents related to the State Capacity Building Projects is a relatively meaningless piece of information unless presented within the context of the placement of the agents and their locus of control. Thus, in Texas, all intermediate agency staff working with local practitioners are viewed as linkers, even though the project has little or no direct relationship with them; while in Delaware only a small number of linkage agents have been formally identified.

The number of linkage agents in a state varies more as a function of the definition of linkage agent used by each project than it does in terms of the actual number of persons performing linkage activities for a project. In general, the definition of the linker and the conceptualization of the entire linkage role is more a function of political and organizational factors than of existing theory and experience with linkage roles. Projects often cannot or chose not to build linkage agent components de novo but use existing persons wherever they may be. Kentucky Montana, and South Carolina have a tiered system in which some agents are only indirectly related to the projects.

In most projects it seems that no relationship exists between the number of linkage agents and the number of potential clients to be served. No project is able to approach the 1:300 ratio suggested by Sieber.[3] This factor, however, does not appear to be a central consideration in determining the number of agents. There are also no comparable data for the number of requests processed by individual linkage agents within a given project.

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[3] Sieber, Sam D. The Use of Educational Knowledge: Evaluation of the Pilot State Dissemination Program, Volume 1, p. 591.

As can be seen from Table 5, the absolute number of linkage agents having some formal relationship to a project ranges from four in Delaware to 583 in Kentucky. Drawing comparative conclusions from such data is impossible, given the contexts in which the two projects are developing.

Services Provided. One way to categorize the services provided by the linkage agents is to use the four-level definition provided by the Dissemination Analysis Group.[4] The four levels are *spread,* which refers to one-way communication of knowledge; *exchange,* which refers to the two-way flow of information; *choice,* which refers to the facilitation of rational consideration of alternatives, and *implementation,* which refers to facilitating the adaptation and installation of a program, practice, or idea.

Owing to the relatively primitive stages of development of many of the projects, such categorization can only be done at a gross level of analysis. Translated into actual linkage services provided, the most general continuum ranges from the simple delivery of information responses to the delivery of a wide range of program development and process assistance to the actual facilitation of implementation. Given the information available from the familiarization visits, it can only be said that projects operate at all four levels and predominantly all the latter three.

Although most of the project members strive for the provision of comprehensive services, many projects are in the very early stages of the realization of this goal. The kind of services provided varies within some states, as well as varying across the nation. Within-state variation most often is related to the absence of strong control of the agents by the State Capacity Building Projects. In such cases (e.g., New York) the project tries to promote the selection of linking agents who operate normally in a comprehensive linking role, so that the informational aid provided by the project will be more easily integrated into a comprehensive set of services. Other states (e.g., Delaware) have two types of services, a comprehensive service in selected districts, and a general information-delivery process available to all districts and educators. This mode of operation results from the desire to pilot test an indepth assistance role, while publicizing and providing information retrieval services to all educators.

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[4] DAG Report, Dissemination in Relation to Elementary and Secondary Education: Final Report of the Dissemination Analysis Group to the Dissemination Policy Council, January 1, 1977, p.5.

Intermediate Service Agencies

The role of intermediate service agencies (ISAs) in the provision of educational information is a rapidly expanding one in the country. As Table 6 shows the dissemination activities in the Cohort I States are indicative of this growth trend in that five of the nine states have some form of intermediate unit serving local school districts; Delaware, Kentucky, and South Carolina do not have regional service agencies. Although Illinois does not have formal ISAs, the state is divided into five regions for the provision of SEA services.

In the states with ISAs, the number of operating units ranges from a low of four in Alaska to a high of forty-five in New York. New York's state-established Board of Cooperative

Table 6

Intermediate Service Agencies (ISAs)

STATE	REGIONAL STRUCTURE			FUNDING SOURCES FOR ISAs				SCBP Control of ISAs	SCBP Provides Training for ISA Staff
	# Regions	# Operating ISAs	# ISAs with SCBG	SCBP	SEA-Federal	SEA-State	LEA		
ALASKA	6[1]	4	2		X		X		X
CONNECTICUT	6	6	6	X[3]	X		X	X	X
DELAWARE	0		5						
ILLINOIS	5		5						
KENTUCKY	0	0	0	-	-	-	-	-	-
MONTANA	5[2]	5[2]	5		X	X	X		X
NEW YORK					X	X	X		X
SOUTH CAROLINA	0	0	0	-	-	-	-	-	-
TEXAS	20	20	20		X	X			X

[1] State legislation provides for up to six. At present, four are operational. The fifth has funds for planning.

[2] Special Education Service Regions.

Educational Services (BOCES) system of intermediate service agencies is similar in structure to Alaska's state-established Regional Resource Centers (RRCs). Both BOCES and RRCs function as service agencies rather than as regulatory extensions of the SEA. In both states, the intermediate units are administered by participating local districts, and the ISAs were established by state law and are supported by local funds. However, in contrast to New York's BOCES, which receive additional support through SEA monies, Alaska's RRCs do not receive direct SEA support and are not part of the SEA.

The intermediate service agencies in Texas operate as legal, local education agencies and are supported by a combination of federal, state, and local monies. Like the New York and Alaska ISAs, the twenty Texas Educational Service Centers (ESCs) have no regulatory responsibilities. The ESCs operate in a service capacity to all districts within their area.

Connecticut's six Regional Education Service Centers, like Alaska's RRCs, are non-SEA funded. Connecticut uses the NIE Project monies to support linkage agents in its intermediate agencies. Montana has five intermediate service agencies, one for each Special Education Service Region; these ISAs, like those in Texas, are supported by a combination of federal, state, and local monies.

The source or sources of financial support for the ISAs vary with the extent of control or influence of the State Capacity Building Project. The degree of automony exercised by the ISA is a function of many factors, an important variable being the source of its local or SEA support. Since Alaska's and Connecticut's units receive no direct SEA help, they are, for all practical purposes, autonomous.

Five projects (Alaska, Connecticut, Montana, New York, and Texas) use their monies to provide training for ISA staff, who serve them in some linkage capacity. For some states, this is the only formal tie the State Capacity Building Project has with the intermediate service agencies.

LEADERSHIP

Table 7 condenses a substantial amount of information about the projects into a number of categories. These all contain information which is relevant to the evaluation, although some are much more descriptive and straightforward than others. Categorical units such as "project evaluation" and "directing services to minority groups" are less clearly defined than "level of project directors in the agency" or "placement of the project". All of these areas, however, have implications for the evaluation design.

While some of the information (e.g., project evaluation) is relatively direct, some (e.g., level of project director) is less obvious. Both sets of information are relevant to the evaluation.

Project Placement

Five of the nine projects are located within a Research, Planning, and Evaluation unit of their respective departments of education. One (Texas) is located in an administrative division, and three others (Illinois, Kentucky, and Montana) are located within services units of their respective agencies.

Table 7
STATE CAPACITY BUILDING GRANT (SCBG) PROJECT CHARACTERISTICS

	SCBG PROJECT PLACEMENT				SCBG PROJECT EVALUATION			SCBG PROJECT STAFF				
	Research, Plan. & Eval. Unit (RPE) Service Unit (S) Administrative Division (A)	Administrative Level of SCBG Project Director in SEA	Formal Advisory Group	Formal Information Needs Sensing[1]	In-House Evaluation Specialist	External State Contractor	Evaluation Capacity Client Satisfaction with IR (CIR) Client Satisfaction with LK (CLK) Utilization/Impact (U) Leadership (LD)	Total FTEs	Project Director Fulltime (F) Parttime (P)	Length of PD's Employment In Project	Length of PD's Employment in SEA	Special Efforts Targeted at Minorities, Women, and Disadvantaged[3]
ALASKA	RPE	2	No	Yes	No	No	CIR	2½	F	2 yr.	2 yr.	Yes
CONNECTICUT	RPE	5	Yes	Yes	No	No	CIR, CLK, U	5	P	2 yrs.[2]	>5 yrs.	No
DELAWARE	RPE	3	Yes	Yes	Yes	No	CIR , U	7 1/3	P	2 yrs.[2]	>5 yrs.	Yes
ILLINOIS	S	3	Yes	Yes	Yes	No	CIR, U, LD	3 1/4	F	2 yrs.[2]	3 yrs.	Yes
KENTUCKY	S	3	Yes	No	Yes	No	CIR, CLK, LD	7	P	1 yr.	>5 yrs.	No
MONTANA	S	3	No	No	Yes	No	CIR, U	5	F	1 yr.	3½ yrs.	Yes
NEW YORK	RPE	5	No	Yes	No	No	LD, CIR, U	9	F	2 yrs.[2]	>5 yrs.	No
SOUTH CAROLINA	RPE	3	No	No	Yes	No	CIR	22	F	1 yr.	4 yrs.	No
TEXAS	A	3	Yes	Yes	Yes	No	CIR, U, LD	9 1/2	P	2 yrs.[2]	>5 yrs.	Yes

[1] Formal System for identifying information needs of clients as opposed to an informal, serependipitous, "I think they need this" process.

[2] Indicates has served as project director for duration of project.

[3] Indirectly, some states may serve target groups through already established bureaus within the SEA but for the purposes of this table, a "yes" indicates that part of the project's activities and objectives are directly focused on these groups.

Formal Advisory Groups

Five of the nine states (Connecticut, Delaware, Illinois, Kentucky, and Texas) have formal advisory groups for the project. A sixth, Alaska, uses the Regional Resource Center Advisory Council to receive input to the project. The formation of these units has been advocated by NIE; thus, it is important to investigate whether the advisory group is a factor in the development of a comprehensive dissemination capacity. Six of the nine states (Alaska, Connecticut, Delaware, Illinois, New York, and Texas) also utilize a formal system for identifying information needs of the projects' clients. When a state has a formal advisory group, it also often uses formal needs sensing procedures. These two project characteristics appeared together in four states (Alaska, Delaware, Illinois, and Texas). The other states indicated that they use a variety of informal procedures for determining needs.

Special Efforts for Minorities, Women, and Disadvantaged

NIE's legislative mandate declares that an overall goal of the Institute is "to assure equality of opportunity for high quality education in the United States."[5] To meet this goal, NIE's Capacity Building Program incorporates the concept of "generalized" dissemination capacity. "Generalized" is used to mean that the dissemination system provides "access to all information resources for all educators regardless of subject field or role."[6] The 1975 Grants Announcement states that "NIE has come to realize that it will fulfill its dissemination mandate only when all participants in the educational enterprise (including women, racial minorities, and the disadvantaged) have full access to (and make use of) educational knowledge, including the outcomes of educational R & D."[7] However, only five states (Alaska, Delaware, Illinois, Montana, and Texas) sponsor projects that appear to have any direct, special efforts underway for targeting services to the disadvantaged, women, and other minorities.

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[5] Senate Report 92-987: Education Amendment of 1972, sec. 405(a)(1), p. 99.

[6] NIE 1975 Program Announcement, p. 4

Internal Evaluation

An internal evaluation of each State Capacity Building Project is required by NIE in the conditions of the grant. In the majority of states, this evaluation is conducted by project personnel themselves. This is the case in Alaska, Connecticut, Kentucky, New York, and Texas. In the four other states, an SEA evaluation specialist who is connected directly with the State Capacity Building Project is involved with the project's evaluation. The majority of evaluation information collected by the projects relates to client satisfaction with the information services and is usually tied specifically to a unique or individual response. Only two states (Connecticut and Kentucky) do any formal evaluation of the linking agents as a separate service, and only three states, (Illinois, Kentucky, and New York) have any evaluation of the leadership component.

Impact and utilization information is likewise in short supply. Those states who collect such information usually do so only in a limited way. In most cases, only one question on the client evaluation form relates to utilization, and it is stated in general terms like "How did you use the materials you received?" Most of the evaluation efforts of the projects appear to be primitive, and evidence that available evaluation information is used to modify project activities and services is rare.

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[7] NIE 1975 Program Announcement, p. 4.

Project Staff

Project staff size varies considerably. Alaska's group is the smallest, comprised of a full-time project director, a half-time design specialist, and a full-time secretary. South Carolina counts all staff in its Education Products Center for a total of twenty-two. The other projects range in size from three to nine and one-half staff members.

The status of the Project Director within the agency is another characteristic which varies among the nine projects. NIE has encouraged states to appoint Project Directors who have sufficient authority in the agency to facilitate coordination. The 1975 Grants Announcement states that the Director should be a senior staff member, as such an individual is in "an advantageous position to arrange, coordinate, and facilitate cooperation across the divisional lines within the agency."[8] Six states (Delaware, Illinois, Kentucky, Montana, South Carolina, and Texas) have Project Directors who are at the third administrative level in the SEA and report through an Assistant Superintendent or Assistant Commissioner to the Chief State School Officer.

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[8] *Ibid*, p. 5.

In two states, Connecticut and New York, the NIE Project is at the fifth administrative level from the Commissioner. Only one state (Alaska) has a Project Director at level two in the SEA.

In general, the Project Directors have a substantial amount of background in working in the SEA. Six of the nine Directors have more than five years of experience in their respective SEAs. Only one Director is facing his first job in his state educational system, and even this individual has had prior experience in another SEA. On the other hand, four (Alaska, Kentucky, Montana, and South Carolina) of the nine Project Directors currently serving are not the original Project leaders. This indicates that some change has been made, even during the short time that these projects have been funded. It is too early to determine whether this change of Directors during the initial stages of a project significantly affects the early phases of the work effort.

Also of interest here is whether the Project Director serves full-time or part-time on the State Capacity Building Project. In some states, such as Alaska, the Project Director devotes all his time to State Capacity Building activities. In others, for example, Texas, the Project Director spends only a portion of his/her time on State Capacity Building affairs. In such states, the Project Director may devote all his/her remaining time to other dissemination problems or agency functions that are unrelated to dissemination. This latter situation prevails in Connecticut.

Project Funding

Table 8 summarizes funding for the nine projects for the first and second year. The NIE grant award for the first year ranged from a low of $75,000 in Kentucky to a high of almost $120,000 in South Carolina. Excluding these two extremes, the average grant was approximately $97,750. Including all nine awards, the grant averaged $95,000. For the second year, the NIE grant award averages $105,000, ranging from a low of $91,400 in Alaska to a high of $128,603 in South Carolina. It is interesting to note that the NIE grant awarded to four states (Connecticut, Illinois, Kentucky, and South Carolina) increased in the second year, despite NIE's stated policy of reducing monetary aid gradually over a three-to-five year funding period. The NIE grant award remained constant from the first year to the second year in Delaware and decreased in the other four states.

Other funds which support the Capacity Building Projects vary even more than the NIE grant award. During the first year, state support ranged from a low of $44,175 in Delaware to a high of $275,000 in Montana. For the second year, these figures range from a low of $57,051 in Kentucky to an estimated high of $275,000 in Montana. Average state support for the first year was approximately $145,000, and for the second year it has almost doubled at $270,000. Three states (Alaska, Kentucky, and South Carolina) appear to have reduced their financial commitment to the project during the second year of funding, despite the fact that the NIE Grants Announcement declares that "state plans should provide for the gradual increase of state support throughout the project period with full state assumption of all costs at the conclusion

Table 8

PROJECT FUNDING

STATE	1st Year		2nd Year	
	NIE Grant Award	Other Funds	NIE Grant Award	Other Funds
ALASKA	$96,300	$199,193	$ 91,400	$193,395
CONNECTICUT	85,000	200,000	121,400	234,400
DELAWARE	100,000	44,175	100,000	67,000
ILLINOIS	109,000	196,491	125,000	995,000
KENTUCKY	75,000	73,885	100,000[1]	57,051
MONTANA	110,000	275,000	87,894	275,000[2]
NEW YORK	100,000	215,556	95,645	328,460
SOUTH CAROLINA	119,991	202,560	128,603	114,469
TEXAS	105,754	83,150	97,263	120,598

[1] Kentucky also has $20,000 carry-over from Year 1.

[2] Estimated figure.

of the grant period."[8] Still, drawing comparisons across the states with respect to this variable is difficult, as methods for determining and calculating each state's specific contributions are not identical. Even within a given state, methods for obtaining this information may change from year to year.

CONCLUSION

This chapter underscores what a close reading of the previous ones makes clear: despite some underlying similarities, the projects demonstrate a substantial diversity with respect to the way in which the basic concepts of the Capacity Building Program are transformed into activities and resources. While the SCBP exists as an entity conceptually, its transformation in each state is effected differently by the general state context as well as the particular organizational environment in which the project is established. Thus, the fit of the projects into cells in tables is far from perfect. A substantial amount of narrative is needed to explain the variations within cells. The leitmotif which best characterizes the projects is variation.

Despite the variation, the tables do illustrate that the creation of some typologies is possible, if only as a means of guiding early evaluation activities. The existence of so much variation makes a neat program evaluation difficult, but some variation facilitates a study of patterns of effectiveness in realizing the overall goals of the Program.

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[8] *NIE 1975 Grants Announcement*, p. 9.

The description of state projects provides a rich source of information for the development of tentative paradigms and working hypotheses regarding the numerous aspects of the Program. This is the next task to be addressed in the development of evaluation designs. Based on such paradigms and hypotheses about the way the projects work, relevant and appropriate variables can be identified. As this process proceeds, refinements will be made based on the review of decision makers, particularly NIE program officers and State Project Directors.

Ultimately, out of all this variation, NTS will describe those important elements of the capacity building process and provide information for both NIE and the States on ways to strengthen the Program as it evolves as part of the development of a nationwide dissemination configuration.

GLOSSARY

ACCESS	(not an acronym), the name of Colorado's State Capacity Building Project. The Project's basic strategy is to facilitate "ACCESS" to resources.
ADC	Area Dissemination Coordinator, the specific title of three linkage agents who work with Kentucky's Project SEARCH.
AIDS	Project AIDS, the Alabama Information and Development System, Alabama's Capacity Building Project.
AIM/ARM	Abstracts of Instructional and Research Materials in Vocational and Technical Education, an abstract service with accompanying data base, which can be searched in the manner of ERIC.
A-TIP	Project A-TIP, Alaskan Talent, Information, and Promising Practices, Alaska's Capacity Building Project.
BOCES	Board(s) of Cooperative Educational Services, New York's school districts are organized into 44 regional areas, each of which is a BOCES. BOCES provide services to local education agencies.
BOCS	Board of Cooperative Services, one of 17 units created by Colorado to organize school districts geographically and to provide intermediate educational services. However, all districts in Colorado are not organized in BOCSs, a notable exception being the Denver Public School Districts.
CCC	Commissioner's Coordinating Council, a policy-level management group in the Texas state education agency.
CEPD	Career Education Planning District. Michigan is divided into 53 CEPDs for the provision of some educational services.
CESA	Cooperative Educational Service Agency. Georgia formed 16 service units, called CESAs, to help bridge the gaps between the disparities in size of the state's local education agencies.
CITE	Project CITE, Coordinating Information for Texas Educators, the Texas Capacity Building Project.
DAG	Dissemination Advisory Group, a 16-member task force within the Rhode Island state education agency charged with responsibilities of guidance and planning in relation to the state's dissemination activities.

DAG	Dissemination Analysis Group, a joint government task force who reviewed the dissemination field and prepared policy recommendations for the Assistant Secretary of Education. DAG delineated four possible usages for the term, dissemination: (1) spread, (2) exchange, (3) choice, and (4) implementation.
DAIRE	Project DAIRE, Delaware Application of Information and Research to Education, the Delaware Capacity Building Project.
DIALOG	(Not an acronym), on-line search program developed by Lockheed Information Systems. Presently it provides access to more than 50 different bibliographic and numeric data bases.
DOE	Department of Education, a synonym for State Education Agency.
DSU	Dissemination Services Unit, one of the four units within Rhode Island's Bureau of Technical Assistance. This Bureau is under the Division of Development and Operations, which with the Division of Organization and Management makes up the Rhode Island SEA.
ECSU	Educational Cooperative Service Unit, an intermediate unit formed of local education agencies between the level of the local education agency and the Minnesota legislature.
EIC	Education Information Center, title used by Georgia's and Illinois's resource centers.
EIS	Education Information Services Center, the major information center for the Capacity Building Project in Rhode Island.
EPC	Education Products Center, one of 19 offices within South Carolina's state education agency.
EPSIS	Education Program and Studies Information Service, an office of the New York state education agency and location of the State Capacity Building Project.
ERIC	Education Resources Information Center, a national information dissemination service operation created by OE in 1965 and funded since 1973 by NIE. ERIC provides ready access to reports of federally sponsored R&D and general educational R&D literature.
ERC	Educational Resources Center. In Connecticut, this center is the primary informational resource of the State Capacity Building Project and is located in the greater New Haven Educational Service Center.

ESC	Education Service Center. A generic term for centers which provide educational services on a regional basis. In Connecticut there are 6 ESCs, or regional centers, that provide sources of decentralized, informational, and programmatic aid. In Texas the 20 ESCs serve the school districts within the state by region.
ETV	Education Television.
FEIS	Florida Educators Information Service, through which Project Free (q.v.) obtains access to DIALOG (q.v.).
FIDO	Fugitive Information Data Organizer, a file of local and state education documents that was developed by and is accessible through the San Mateo Educational Resources Center.
FREE	Project FREE, Florida Resources in Education Exchange, Florida's Capacity Building Project.
IED	Intermediate Educational Districts. 32 IEDs and 4 county units acting as IEDs serve the counties of Oregon. Each is a service center providing information and certain products to school districts within its jurisdiction.
IHE	Institution of Higher Education.
IPOD	Interstate Project on Dissemination, a group of professional educators with special responsibilities and skills in dissemination, and representing a number of state education agencies, who studied the problems related to dissemination of educational products, practices, and information. Participating states included Kentucky, Montana, New Jersey, North Carolina, Oregon, Rhode Island, and Texas.
IPOD Report	Report and Recommendations: Interstate Project on Dissemination. This report describes the study conducted by IPOD, discusses the findings, outlines a framework for planning in dissemination, and presents recommendations for policy action. The study was conducted with financial support from the National Institute of Education.
IRDN	Illinois Resource and Dissemination Network, location of Illinois's State Capacity Building Project and part of the state education agency.
ISA	Intermediate Service Agency. A generic term for agencies located between the state education agency and local education agencies.

ISD	Intermediate School District. Michigan has 58 ISDs.
ISRU	Information Search and Retrieval Unit, the information center for Project DAIRE (q.v.) which is housed in the Delaware State Library.
ISS	Information Service Specialist. Connecticut's four linkage agents who are assigned to cover the districts of the six intermediate service areas.
ITV	Instructional Television.
KEDDS	Kansas Education Dissemination/Diffusion System, the Kansas dissemination project.
LEA	Local Education Agency.
MEC/IES	The Merrimac Education Center's Institute for Educational Services. It provides access to national educational and related bases for the Massachusetts Capacity Building Project.
MECC	Minnesota Educational Computing Consortium, a joint effort of the state's educational authorities, particularly noted for its development of a state-wide computer-aided instruction network.
MINE	Minnesota Information Network for Educators, the state's Capacity Building Project.
NCEBOCS	Northern Colorado Educational BOCS (q.v.), supplier of ERIC and ERIC-derived products for Project ACCESS (q.v.).
NDLP	National Dissemination Leadership Project. The National Institute of Education supports the NDLP in conjunction with the State Dissemination Grants Program to promote communication among all state education agency personnel on dissemination.
NDN	National Diffusion Network. This federal/state/local network of agencies was established in 1974 by the U.S. Office of Education to improve the means and efforts of communication among the developers and practitioners (i.e., adopters-implementers) of worthwhile innovative practices, ideas, materials and programs in the field of education.
NIE	National Institute of Education.
OE	Office of Education.

ORBIT	(not an acronym), a bibliographic search service developed by the System Development Corporation of Santa Monica, California and McLean, Virginia. In addition to the ERIC base, this service also has data bases in the natural and social sciences.
OTIS	Oregon Total Information System, an information system located at an intermediate service agency in Eugene, Oregon.
REMC	Regional Educational Media Center. Each of Michigan's 22 REMCs serves districts by offering various information services.
QUERY	(not an acronym), a popular program designed for searching various data bases, among them ERIC.
PST	Program Service Team: Illinois's 82 linkage agents are organized into five regional groups called PSTs.
R&D	Research and Development.
RDUP	Research and Development Utilization Project, another NIE funded project with which some capacity building projects are coordinating their efforts.
RDx	Research and Development Exchange. This is a government-sponsored effort to bring educational research and development results to their practitioners and to return their concerns to the researchers and developers. Several regional educational laboratories and a university-based research and development center have come together to form a consortium; its activities in 1977 are under the general sponsorship of the School Practice and Service Division of the National Institute of Education.
RISE	Research Information Service for Education, an information-retrieval organization in King of Prussia, Pennsylvania which maintains the ERIC data base, and appropriate retrieval software, on its own in-house computers. It serves clients both in Pennsylvania and throughout the nation.
RRC	Regional Resource Center, the specific title of the intermediate service agencies in Alaska.
SCB	State Capacity Building.
SCBG	State Capacity Building Grant.
SCBP	State Capacity Building Program.

SDC	System Development Corporation, of Santa Monica, California and McLean, Virginia, developer of ORBIT (q.v.).
SEA	State Education Agency.
SEARCH	Project SEARCH (not an acronym), Kentucky's Capacity Building Project.
SERCH	Project SERCH, State Education Research Clearinghouse, the new title of the California Information Dissemination Project.
SMERC	San Mateo Educational Resource Center, an information-retrieval organization in Redwood City, California which maintains the ERIC data base, and appropriate retrieval software, on its own in-house computers. SMERC serves a nationwide clientele.
T and E	Thorough and Efficient, designated evaluative goal of the quality of education to be provided by the New Jersey public schools.
TDM	Teacher-Developed Materials, a file of teacher-developed curriculum materials, one of two information files being developed by EPSIS (q.v.) to be used in conjunction with ERIC to help meet New York clients' information needs.
TIPS	Topical Information Packages: Delaware's information resource of pre-packaged materials.
TVA	Tennessee Valley Authority. One of the resources utilized by the Kentucky Capacity Building Project.
VERIC	Vocational Education Research Information Center, one of the information resources for Project SERCH (q.v.). It is part of California's state education agency.

ALASKA

ANNOTATIONS

Appendix Number	Title and Description
AK-1	YEAR 1 PROPOSAL, "A User Based System of Dissemination," April 28, 1975. Proposed workplan for 1975-76 describes the extension of the Department of Education's capacity for effective dissemination. Submitted by the SEA Office of Planning and Research in cooperation with the Governor's Office of Telecommunications. Contains project abstract, approval information, budget information, assurances, program narrative (problem definition; results expected; approach; geographic location; background information), and appendices (conceptual model for statewide program; design strategy for program; description of statewide student assessment program; telecommunication user's needs study; technology based model for individualized instruction; and staff vitae).
AK-1.2	ADDENDUM TO THE ALASKA DEPARTMENT OF EDUCATION PROPOSAL FOR A USER BASED SYSTEM OF DISSEMINATION, June 9, 1975. Contains answers to NIE project monitor's program questions and a revised budget.
AK-2.1	YEAR 2 CONTINUATION PROPOSAL, "Dissemination Capacity Building Project: Project A-TIP (Alaskan Talent, Information, and Promising Practices). Describes Alaska's user-based system for dissemination. Contains project abstract, review of Year 1 project activities, workplan for Year 2, project changes, budget information, and appendices (results of user needs survey; information related to regional resource centers; results of SEA Planning and Evaluation Survey; and information related to telecommunications).
AK-2.2	ADDENDUM TO THE ALASKA DEPARTMENT OF EDUCATION PROPOSAL FOR A USER BASED SYSTEM OF DISSEMINATION, December 22, 1976. Discusses six negotiation issues presented to Alaska by NIE. Includes revised budget, change from 4-5 year program, details of linkage agents, a detailed plan for training linkage agents, range and nature of services, and a plan with milestones.

AK-3.1 QUARTERLY PROGRESS REPORT OF ALASKA DISSEMINATION PROJECT. For October 1975 through January 1976.

Discussed major activities and accomplishments for the first quarter in light of objectives and workplan for Year 1.

AK-3.2 QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For January 1976 through March 1976.

Discusses major activities and accomplishments for the second quarter in light of objectives and workplan for Year 1.

AK-3.3 QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For April 1976 through June 1976.

Discusses third quarter activities in light of objectives and workplan for Year 1.

AK-3.4 QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For July 1976 through September 1976.

Discusses fourth quarter activities in light of objectives and workplan for Year 1.

AK-4 TALENT BANK CATALOG, prepared and distributed by Department of Education, Pouch F, Juneau, Alaska in cooperation with Alaska Alliance for Arts, Education, and Alaska State Council on the Arts, October, 1976.

A directory of human resources for education in Alaska. Talent Bank members provide, upon request, consultative services to local school districts. Members are limited to ten days services per year. State funds provide for consultant's travel, subsistence, and a classroom substitute. Catalog does not completely represent the state's human assets; only those individuals who are available for consulting are included. Consultants are listed alphabetically and by subject area specialty. A standard format provides information on each consultant [name, address, travel, availability, fee (if any), work references, and area of expertise]. Talent Bank members are educators, tradespeople, artists, musicians, craftsmen, and professionals throughout the state. Recruitment of members is an open process. Membership implies recommendation by superiors and peers, and demonstration of outstanding abilities. Catalog provides access to Talent Bank members and offers public recognition for their services.

AK-5.1 ALASKA EDUCATION NEWS, Vol. 1, No. 4, December 1976.

Sample copy of the monthly newspaper published by the Department of Education and distributed to teachers, administrators, board members, and education associations in Alaska.

AK-5.2 ALASKA EDUCATION NEWS, Vol. 1, No. 3, November 1976.

Sample copy of the monthly newspaper, published by the SEA.

AK-5.3 ALASKA EDUCATION NEWS, Vol. 1, No. 2, October 1976.

Sample copy of the monthly newspaper published by the SEA.

AK-5.4 ALASKA EDUCATION NEWS, Vol. 1 No. 1, September 1976.

Sample copy of the monthly newspaper, published by the SEA.

AK-6 SUMMARY REPORT ON STATUS OF DISSEMINATION IN NORTHWEST STATES (Alaska, Idaho, Montana, Oregon, Washington), Regional Information Exchange Planning Project, Northwest Regional Educational Laboratory, Draft, 11/19/76.

The seventy-four page report summarizes the current status of dissemination in the five state Northwest regions. Contains individual state information and a multi-state summary.

AK-7 ALASKA EDUCATION FAIR - NEA - Alaska Annual State Teachers' Conference. March 4-5, 1976.

Newspaper describing the Alaskan Annual State Teachers' Fair.

AK-8 ALASKA EDUCATIONAL 1976/77 DIRECTORY, December 1976.

Directory contains organizational charts, Department of Education Personnel, district schools, Bureau of Indian Affairs, private and denominational schools, boards and commissions related to Alaska Education and institutions of higher learning.

AK-9 RESULTS OF DEPARTMENT OF EDUCATION PLANNING AND EVALUATION SURVEY. Prepared by Planning and Research, Department of Education. Pouch F. Juneau, Alaska 99811.

Booklet contains the "opinions of local school people throughout Alaska as to the services and problems" that should be considered by the Commissioner of Education. Survey results were utilized in establishing SEA priorities.

AK-10 STATE OF ALASKA, OFFICE OF THE GOVERNOR, OFFICE OF TELECOMMUNICATIONS, April 12, 1976.

Bulletin describes current telecommunications outlook.

AK-11.1 ALASKA OFFICE OF TELECOMMUNICATIONS: 1 - Plans and Prospects, September, 1975.

First Monthly Telecommunications Bulletin includes an agreement between RCA and the State of Alaska on Earth Stations.

AK-11.2 ALASKA OFFICE OF TELECOMMUNICATIONS: 2 - Small Earth Station Network, October, 1975.

Second Monthly Telecommunications Bulletin includes a brief description of the planned telecommunications system.

AK-11.3 ALASKA OFFICE OF TELECOMMUNICATIONS: 3 - TCC Rules on RCA Satellite Ownership, November, 1975.

Third Monthly Telecommunications Bulletin contains Federal Communications Commission (FCC) rules on RCA Satellite ownership.

AK-11.4 ALASKA OFFICE OF TELECOMMUNICATIONS: 4 - RCA Launches Satellite; Authority for Alaskan Use Temporary, December, 1975.

Fourth Monthly Telecommunications Bulletin. Update of activites.

AK-11.5 ALASKA OFFICE OF TELECOMMUNICATIONS: 5 - ATE Integration, January, 1976.

Fifth Monthly Telecommunications Bulletin discusses lowering long-distance rates for consumers.

AK-12 PRELIMINARY PROPOSAL: EDUCATIONAL TELECOMMUNICATIONS PROJECT IN ALASKA. Alaska Department of Education. Office of Planning and Research, September 16, 1976.

Proposal includes an introduction to telecommunications and describes administration communication network, information systems component, intensive regional implementation components, management structure, evaluation and statewide implementation, and a four-year budget.

AK-13 ANNUAL REPORT 75/76 - A LOOK BACK AND AHEAD: DEPARTMENT OF EDUCATION. Prepared by Public Information and Publications. Department of Education. Pouch F, Juneau, Alaska 99811, October 1976.

Annual report includes an overview of the SEA. Describes executive administration, management, law, finance, educational program support, vocational rehabilitation and statistics of the SEA.

CONNECTICUT

ANNOTATIONS

Appendix Number	Title and Description
CN-1	YEAR 1 PROPOSAL, "State Dissemination Grant Proposal From the State Department of Education To the National Institute of Education," April 21, 1975. Contains project abstract, transmittal information, budget information, program narrative, appendices and assurances. Proposed workplan for 1975-76 outlines the development of a delivery system for information dissemination and utilization.
CN-3.1	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of July 1, 1975 through October 1, 1975. Discusses major activities and accomplishments for the first quarter in light of objectives and workplan for Year 1.
CN-3.2	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of October 1, 1975 through December 31, 1975. Discusses major activities and accomplishments for the second quarter in light of objectives and workplan for Year 1.
CN-3.3	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of January 1, 1976 through March 31, 1976. Discusses major activities and accomplishments for the third quarter in light of objectives and workplan for Year 1.
CN-4	REVISED RATIONALE AND WORK PLAN. Dissemination Capacity Building Project. Connecticut Department of Education. Hartford, Connecticut. December 14, 1976. Includes the function of Dissemination in Connecticut Education, the components of a comprehensive Dissemination system and certain circumstances and conditions unique to the state. Operational targets, SDE Organization for Dissemination Leadership/Management and task and time projections are also discussed.

CN-5 AN ACCOUNT: E.S.E.A. TITLE III CONNECTICUT. A.C.E.S. Educational Resources Center. 800 Dixwell Avenue, New Haven, Connecticut 06511.

Includes an introduction to Title III, abstracts and document accession list, and abstracts and narrative reports with project identifications.

CN-6 ACES - LAP CATALOG. (Learning Activity Packages Categories). Educational Resources Center. 800 Dixwell Avenue. New Haven, Connecticut 06511.

A listing of activity packages for art, business, education, career education, counseling guidance, driver education, economics, environmental education, foreign language, health, home economics, industrial arts and inservice training.

CN-7 LOCKHEED DIALOG RETRIEVAL SERVICE FOUNDATION GRANTS INDEX. Appendix A. File 27.

The "index contains information on grant awarded by more than 400 major American philanthropic foundations, representing all records from the Foundation Grants Index section of the bimonthly Foundation News."

CN-8 EDUCATIONAL RESOURCES CENTER - EVALUATION OF SUPERINTENDENTS. Area Cooperative Educational Services. 800 Dixwell Avenue, New Haven, Connecticut 06511.

A collection of articles on evaluating superintendents of schools.

CN-9.1 ERC (EDUCATIONAL RESOURCES CENTER) BULLETIN - "PER SEARCH SCHEDULE OF SERVICES". A Division of Area Cooperative Educational Services, 800 Dixwell Avenue, New Haven, Connecticut, 06511.

CN-9.2 ERC (EDUCATIONAL RESOURCES CENTER) BULLETIN - "DATA BASES AVAILABLE TO ERC USERS." A Division of Area Cooperative Educational Services, 800 Dixwell Avenue, New Haven, Connecticut 06511.

CN-9.3 ERC (EDUCATIONAL RESOURCES CENTER) BULLETIN - "A.C.E.S/ E.R.C. - INFORMATION AND DISSEMINATION SERVICES - PUBLIC SCHOOLS." A Division of Area Cooperative Educational Services, 800 Dixwell Avenue, New Haven, Connecticut 06511.

CN-10 ERC - A CENTRAL RESOURCES FOR STATE, REGIONAL, AND LOCAL EDUCATORS.

A bulletin explaining the purpose and services of ERC.

CN-11.1 CREC - RESEARCH, DEVELOPMENT AND EVALUATION - "CENTER FOR EVALUATION RESOURCE MATERIALS." Capital Region Education Council. 800 Cottage Grove Road, Bldg. #2, Bloomfield, Connecticut 06002. November, 1976.

This booklet includes objectives and test items, tapes and filmstrips, other instructional materials, criterion-referenced and norm-referenced test, textbooks and original material.

CN-11. 2 CREC - ALTERNATIVE EDUCATION PROGRAMS.

Describes five currently funded alternative education programs which include: 1) City Semester, 2) Comprehensive Youth Work Experience, 3) Creative Arts Community, 4) Occupational Education Programs and 5) Shanti School.

CN-11.3 A CREC BULLETIN ANNOUNCING SPECIAL EDUCATION PROGRAMS IN 1976.

CN-11.4 CREC BULLETIN ANNOUNCING SPECIAL EDUCATION PROGRAMS.

Describes organizational and programmatic characteristics of special education programs.

CN-11.5 CREC BULLETIN ON THE "DAY TREATMENT SERVICE".

Describes the program, philosophy of DTS and objectives of DTS.

CN-11.6 CREC BULLETIN ON THE "HEARING IMPAIRED PROGRAM".

Describes CREC's Hearing Impaired Program.

CN-11.7 CREC BULLETIN ON THE "HEARING IMPAIRED PROGRAM". Similar to 11.6.

CN-11.8 CREC BULLETIN ON "MULTIPLE-PHYSICALLY HANDICAPPED PROGRAM."

CN-11.9 CREC BULLETIN ON "PRESCHOOL DIAGNOSTIC AND DEVELOPMENTAL CLASS".

CN-11.10 CREC BULLETIN ON "SERVICES TO THE BLIND".

CN-11-11 CREC BULLETIN ON "TRAINABLE MENTALLY RETARDED/LANGUAGE - LEARNING ADJUSTMENT CONTINUIUMS".

CN-11.12 CREC BULLETIN ON "REGIONAL EDUCATIONAL ASSESSMENT AND CONSULTATION TEAM (REACT)".

CN-11.13 CREC BULLETIN ON "PRESCHOOL INTERVENTION PROGRAM".

CN-11.14 CREC PAMPHLET ON THE "RESIDENTIAL SPECIAL EDUCATION".

CN-12	"STAY INVOLVED". Connecticut Facilitator Project. Educational Resources Center. National Diffusion Network. Includes Administration/Teacher Education, Alternative Schools/Secondary, Basic Skills: Reading/Language/Mathematics, Curriculum Development/Special Interests, Early Childhood Education/Parent Participation, Environmental Education and Special Education/Learning Disabilities.
CN-13	"ACES: A DYNAMIC PROCESS FOR SERVING CHILDREN." Booklet on various kinds of programs for exceptional children, for the talented and for career education centers.
CN-14.1	PAMPHLET ON "A.C.E.S/E.R.C. - INFORMATION AND DISSEMINATION SERVICES - PUBLIC SCHOOLS".
CN-14.2	BULLETIN ON "A.C.E.S. - PER SEARCH SCHEDULE OF SERVICES".
CN-14.3	BULLETIN ON "A.C.E.S. - BASIC ELEMENTS OF A LAP".
CN-14.4	BULLETIN ON "A.C.E.S. - EXPLAINING A.C.E.S.'s BACKGROUND".
CN-15	"PERIODICAL HOLDINGS OF THE EDUCATIONAL RESOURCES CENTER".
CN-16	ERC - BULLETIN FOR PARTNERS FOR CHANGE. Volume IV; Number 1; October, 1976.
CN-17	ERC-BULLETIN ON "DATA BASES AVAILABLE TO ERC USERS".
CN-18	ERC STAFF NEWSLETTER. December 1976.
CN-19	INFORMATION SERVICE PAMPHLET.
CN-20	ERIC FLYER ON ERIC's SERVICES.
CN-21.1	"WHAT DOES ERIC MEAN TO YOU?" Pamphlet on what ERIC offers its various people.
CN-21.2	ERIC - CAPITAL REGION EDUCATION COUNCIL 1976-77. Pamphlet includes alternative and special education programs. Also includes other programs geared to other needs.

DELAWARE

ANNOTATIONS

Appendix Number	Title and Description
DE-1	YEAR 1 PROPOSAL, "Delaware Dissemination Capacity Building Grant," 1975. Workplan for 1975-76: Contains project abstract, transmittal information, budget information, program narrative, appendices and assurances.
DE-2	YEAR 2 CONTINUATION PROPOSAL. "Delaware Continuation Dissemination Capacity Building Grant," April 28, 1976. Proposed workplan for Year 2, 1976-77. Contains project abstract, transmittal information, budget information, program narrative, appendices and assurances.
DE-3.1	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING, PROJECT DAIRE. For the period of December 1, 1975 to March 31, 1976. Submitted March 31, 1976. Discusses major activities and accomplishments for the second quarter. A late beginning in the first quarter was explained and new employees were introduced.
DE-3.2	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING, PROJECT DAIRE. For the period of April 1, 1976 to June 30, 1976. Submitted July 1, 1976. Discusses major activities and accomplishments for the fourth quarter.
DE-3.3	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING, PROJECT DAIRE. For the period of July 1, 1976 to August 31, 1976. Submitted October 15, 1976. Discusses major activities and accomplishments for the fifth quarter.
DE-4	ISRU - INFORMATION SEARCH AND RETRIEVAL UNIT. Pamphlet by Delaware State Department of Public Instruction, Dover, Delaware. Explains the purpose and function of the ISRU.

DE-5.1 BULLETIN #1, "What's Happening in Education". Delaware State Department of Public Instruction, June 1976.

Information pertinent to principals.

DE-5.2 BULLETIN #2, "What's Happening In Education". Delaware State Department of Public Instruction, June 1976.

Update on current trends and issues in education for local school board presidents.

DE-5.3 BULLETIN #3, "What's Happening In Education". Delaware State Department of Public Instruction, June 1976.

An article illustrating the rights of a handicapped child.

DE-5.4 BULLETIN #4, "What's Happening In Education". Delaware State Department of Public Instruction, June 1976.

Listing of published articles pertinent to district superintendents.

DE-5.5 BULLETIN #11, "What's Happening In Education". Delaware State Department of Public Instruction, August 1976.

Listing of interesting and exciting programs in consumer education.

DE-5.6 BULLETIN #13, "What's Happening In Education". Delaware State Department of Public Instruction, August 1976.

Listing of articles on mainstreaming physically handicapped children.

DE-5.7 BULLETIN #15, "What's Happening In Education". Delaware State Department of Public Instruction, August 1976.

Two articles for superintendents and administrators dealing with collective negotiations.

DE-5.8 BULLETIN #16, "What's Happening In Education". Delaware State Department of Public Instruction, August 1976.

Listing of educational techniques for parents and teachers.

DE-6.1 MATHEMATICS IDEA PACK: OPEN SENTENCES. Delaware Educational Accountability System. Example of one of nine accountability packets compiled by Delaware's Information Search and Retrieval Unit, Planning Research and Evaluation Division. Delaware Department of Public Instruction, Dover, Delaware.

DE-6.1 (Cont'd) This idea pack contains a compilation of activities and games designed for use by teachers in elementary mathematics instruction. The packet was developed to support the use of the statewide mathematics objectives. It is also used to support the results of the objective-referenced measure in mathematics administered to grade four students in Delaware.

DE-6.2 MATHEMATICS IDEA PACK: GEOMETRY. Delaware Educational Accountability System. Example of one of nine accountability packets. Compiled by Delaware's Information Search and Retrieval Unit, Planning Research and Evaluation Division. Delaware Department of Public Instruction, Dover, Delaware.

The idea pack contains a compilation of activities and games designed for use by teachers in elementary mathematics instruction. The packet was developed to support the use of the statewide mathematics objectives. It is also used to support the results of the objective-referenced measure in mathematics administered to grade four students in Delaware.

DE-6.3 MATHEMATICS IDEA PACK: FRACTIONS. Delaware Educational Accountability System. Example of one of nine accountability packets. Compiled by Delaware's Information Search and Retrieval Unit, Planning Research and Evaluation Division: Delaware Department of Public Instruction, Dover, Delaware.

The idea pack contains a compilation of activities and games designed for use by teachers in elementary mathematics instruction. The packet was developed to support the use of the statewide mathematics objectives. It is also used to support the results of the objective-referenced measure in mathematics administered to grade four students in Delaware.

DE-6.4 MATHEMATICS IDEA PACK: DIVISION. Delaware Educational Accountability System. Example of one of nine accountability packets. Compiled by Delaware's Information Search and Retrieval Unit, Planning Research and Evaluation Division: Delaware Department of Public Instruction, Dover, Delaware.

Thid idea pack contains a compilation of activities and games designed for use by teachers in elementary mathematics instruction. The packet was developed to support the use of the statewide mathematics objectives. It is also used to support the results of the objective-referenced measure in mathematics administered to grade four students in Delaware.

DE-7.1 INFORMATION SEARCH AND RETRIEVAL UNIT (ISRU) MONTHLY REPORT - Format.

Format for gathering statistical information concerning the project's operation. Data collected includes number of individual searches conducted, type of clients served, typed of search conducted, type of materials supplied (microfiche or hand copy), number of evaluations returned), charges made, and charges incurred for services provided. Statistics are compiled monthly.

DE-7.2 PROJECT DAIRE INFORMATION SEARCH AND RETRIEVAL UNIT MONTHLY REPORT for the month of September, 1976.

Report contains statistics as formated in 7.1. It also contains a bibliography of non resources and referrals of books, human resources, institutions and agencies.

DE-7.3 PROJECT DAIRE - INFORMATION SEARCH AND RETRIEVAL UNIT MONTHLY REPORT for the month of October, 1976.

Report contains statistics as formated in 7.1. It also contains a bibliography of non-resources and referrals of books, human resources and associations.

DE-7.4 PROJECT DAIRE - INFORMATION SEARCH AND RETRIEVAL UNIT MONTHLY REPORT for the month of November, 1976.

Report contains statistics as formated in 7.1. It also contains a bibliography of non-resources and referrals of human resources, institutions and books. Teaching programs pertinent to school district administrators are also included.

DE-8 ERIC MICROFICHE/HANDCOPY REQUEST FORM

DE-9 EDUCATIONAL INFORMATION SEARCH REQUEST FORM

DE-10 DOCUMENT REPRODUCTION REQUEST FORM

One of two forms that accompanies a DAIRE product which includes a printout.

DE-11 PROJECT DAIRE EVALUATION FORM: CLIENT EVALUATION FORM

One of two forms that accompanies a DAIRE search product which includes a printout.

ILLINOIS

ANNOTATIONS

Appendix Number	Title and Description
IL-1	YEAR 1 PROPOSAL, "Dissemination Capacity Building Project Proposal," from Research Department, Illinois Office of Education, April 25, 1975. Contains project abstract, transmittal information, program narrative, budgetary information, task descriptions, job descriptions, assurances, and addendum. The proposed workplan outlines a five year procedure for the institutionalization of dissemination activities based on an evaluation by market opinion research and existing capabilities.
IL-2	YEAR 2 CONTINUATION PROPOSAL, "Illinois Resource and Dissemination Network State Dissemination Capacity Building Proposal, from LEA Services, Illinois Office of Education, September 30, 1976. Discusses major activities and accomplishments for the first year. It then goes into plans for the second year. Three major areas in which objectives are to be met are leadership, linkage and resources identification.
IL-3	NINE-MONTH REPORT OF THE ILLINOIS RESOURCE AND DISSEMINATION NETWORK, For Period Covering January 1, 1976 to September 30, 1976. Three major thrusts were noted at the beginning of the project - those which dealt with everyday organizational needs, training needs for personnel and resource and informational needs of the LEA's and the SEA.
IL-4	MARKET OPINION RESEARCH EVALUATION REPORT: "Dissemination of Information Study for the Illinois Office of Education," March, 1975. Includes: A description of Dissemination of Information from the Office of the Superintendent of Public Instruction; Evaluation of Information Received by the Audiences of the Illinois Office of Education, 1975; Media Reactions to Information from Illinois Office of Education; and, Recommendations for Improving Information Dissemination from the Illinois Office of Education. (124 pages, mimeo).
IL-5	RESOURCE IDENTIFICATION SURVEY PACKET, Prepared by Evaluative Research Associates, Inc. Includes survey form and administrative manual.

IL-6 ROLE DESCRIPTIONS OF LINKAGE AGENTS. Duties of Educational Consultants 1-4.

Includes twenty different duties to be performed by linkers at four levels of expertise.

IL-7 PROGRAM SERVICE TEAM SITE VISIT REPORT, EVALUATION SUMMARY, Illinois Office of Education, Program Planning and Evaluation Section, 1976.

Includes reports on one telephone, two postcards, and one extended questionnaire survey of clients, LEA Superintendents, and Educational Service Region Superintendents. Also includes Program Service Team visitation summary data.

IL-8 RESOURCES AVAILABLE TO OTHER STATES, A List Prepared By Carol Reisinger, IRDN Project Manager, December, 1976.

Resources available on request include:

1) Resource Identification Instrument
2) Planning and Process Guides for Installing Field Teams
3) Planning and Process Guides for Technical Assistance Through Field Teams
4) Planning and Process Guides for Uniting Agency Sections in Dissemination Efforts
5) Planning and Process Guides for the Utilization and Training of LEA-based Linkage Agents.
6) Guide for Developing Educational Needs Assessment Package; "School Problems Index"

KENTUCKY

ANNOTATIONS

Appendix Number	Title and Description
KY-1	YEAR 1 PROPOSAL, "Development of a Generalized Dissemination Capacity in the Kentucky State Department of Education," from Kentucky State Department of Education to the National Institute of Education, April 20, 1975. Includes the description of the present status of the Dissemination Program, a formal statement of SEA objectives for dissemination activities, operational objectives for the project, and results expected. The approach to the program consists of the program overview, procedures and rationale, a comparison of existing and proposed programs, management plan, time schedule and cost estimates by activity, a four year overview, and coordination.
KY-2	YEAR 2 CONTINUATION PROPOSAL, "Building A Generalized Dissemination Capacity in the Kentucky State Department of Education," from Kentucky State Department of Education to the National Institute of Education, September 30, 1976. Proposed to begin July 1, 1975 and end June 30, 1976. The continuation proposal includes all of the same topics that were included in the year 1 proposal.
KY-3.1	QUARTERLY REPORT, PROJECT SEARCH - KENTUCKY CAPACITY BUILDING PROJECT QUARTERLY REPORT, July 1, 1975 - September 30, 1975. Discusses major activities and accomplishments for the first quarter in light of objectives and workplan for Year 1.
KY-3.2	QUARTERLY REPORT, January 1, 1976 - March 31, 1976. Discusses major activities and accomplishments for the third quarter in light of objectives and workplan for year one. Problems encountered and anticipated are also included.
KY-3.3	KENTUCKY CAPACITY BUILDING PROJECT QUARTERLY REPORT, October 1, 1975 - December 31, 1975. Discusses major activities and accomplishments for the second quarter in light of objectives and workplan for year one.

KY-3.4 QUARTERLY REPORTS, April 1 - June 30, 1976.

Discusses major activities and accomplishments for the fourth quarter in light of objectives and workplan for year one. Also includes personnel activity report.

KY-4 REORGANIZATION DESCRIPTION AND BUDGETARY RENEGOTIATION, Copy of Letters and Other Documents Submitted to the National Institute of Education by the Kentucky Capacity Building Project, November 24, 1976.

KY-5 TRAINING PACKET, LOCAL DISTRICT REPRESENTATIVES WORKSHOP, June 7-8, 1976.

Includes microfiche samples and examples of how to use them; a list of ERIC descriptions; sample request and follow-up forms; descriptions of ERIC and DIALOG retrieval systems; hints and suggestions for question negotiation; a sample of a Search response packet; a detailed description of linkage roles and strategies; and an agenda.

KY-6 EVALUATION REPORT of "Survey of the Information Sources Employed, Frequency of Utilization, and Additional Information Needs of Four Groups of Kentucky Educators," Division of Dissemination, Office of Planning and Research, Kentucky State Department of Education, 1975.

Includes data from a survey of supporting service needs of LEA superintendents and curriculum supervisors; also includes a copy of survey instruments.

KY-7 ASSESSMENT REPORT of "A Survey to Determine the Locations of Microfiche Readers and Reader/Printers in Kentucky," Division of Dissemination, Office of Planning and Research, Kentucky Department of Education, 1974.

Includes locations (including maps) of Readers and Reader/Printers in colleges and universities, community colleges, LEA's and Vocational Education Regions.

KY-8 NOMINATION FORM FOR OUTSTANDING KENTUCKY EDUCATIONAL PRACTICES AND PROGRAMS.

KY-9 PROJECT SEARCH PUBLICITY MATERIALS. Copy of Trifold Flyer Distributed to Teachers in all Schools with Building Level Linkage Agents and Copy of Poster Supplied To Those Schools.

KY-10 ROLE DESCRIPTIONS OF UNIT MANAGERS FOR DISSEMINATION, INFORMATION AND UTILIZATION, AND REQUEST SERVICES AND THE COORDINATOR FOR SPECIAL COMMUNICATIONS PROGRAMS.

KY-11 DEPARTMENT OF EDUCATION NEWSLETTER, "O.E. Tablet," Vol. 1, No. 1.

MONTANA

ANNOTATIONS

Appendix Number	Title and Description
MT-1	YEAR 1 PROPOSAL, "Project Exchange" Proposal. Submitted by Dolores Colburg,Superintendent of Public Instruction. State of Montana - April, 1975 to National Institute of Education. State Dissemination Grants Program. Contains an abstract of "Project Exchange," project approval information, assurance of compliance, program narrative and appendices. The appendices include I. Description of School-Community Assistance Process, II. 1975 Report on Basic Quality Education, III. Teacher's Resource, IV. "Montanans' Goals for Education", V. Sample Regional Workshop Program and, VI. Bibliography.
MT-2	YEAR 2 CONTINUATION PROPOSAL, "Montana's Continuation State Dissemination Grants Program" April, 1976. Contains an abstract of "Project Exchange" which contains some shifts in emphasis from Project Exchange's proposed activities which began during FY 1976. A budget analysis as of April 30, 1976, project approval information and the program narrative are also included. The addenda includes clarification, training of linkers, resource center development, study of regionalism patterns, out-of-state travel and evaluation.
MT-3.1	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of June 1, 1975 through September 30, 1975. Discusses major activities that were being launched for the first quarter of the first year. Staffing, organizational placement, extent to which objectives are being met and activities to be undertaken during the next quarter.
MT-3.2	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of October 1, 1975 through December 31, 1975. Discusses major activities and accomplishments for the second quarter in light of objectives and workplan for Year 1.

MT-3.3 QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of January 1, 1976 through March 31, 1976.

Discusses major activities and accomplishments for the third quarter in light of objectives and workplan for Year 1. It also includes activities to take place in the fourth quarter.

MT-4 1975 REPORT ON BASIC QUALITY EDUCATION.

Includes an introduction, description of public involvement, a philosophy of education for Montana, needed regulatory changes, a shared process of education, finance, and plans for the future.

MT-5 MONTANA SCHOOLS, VOLUME 20, NUMBER 1.

Contains an extended article on "Project Exchange."

MT-6 ROUTING FORMS used for request referrals.

MT-7 EXTENSION AGENT NOMINATION FORM AND EXPLANATORY LETTER FROM SUPERINTENDENT OF PUBLIC INSTRUCTION.

MT-8 EXTENSION AGENT TRAINING PACKET including:

a. Role description and criteria for selection.
b. Resource request form.

NEW YORK

ANNOTATIONS

Appendix Number	Title and Description
NY-1	YEAR 1 PROPOSAL, "Dissemination Capacity Building Project," submitted to the National Institute of Education. Contains project abstract, transmittal information, budget information, program narrative, appendices (job descriptions, timelines), and assurances. Workplan for 1975-76 proposes the development of new information resource files for New York programs and practices, teacher-developed materials and human resources. Expansion of field information linkers is also proposed.
NY-2	YEAR 2 PROPOSAL, "Dissemination Capacity Building Project (Continuation)," submitted to the National Institute of Education. Contains project abstract, transmittal information, budget information, program narrative, appendices (job descriptions, timelines), and assurances. Proposed workplan for 1976-77 continues design and development work begun in 1975-76. Year 2 involves pilot-testing of new program/practice data base and continued expansion of linker system.
NY-3	QUARTERLY PROGRESS REPORT. For period from July 1, 1975 to September 20, 1975.
NY-4	QUARTERLY PROGRESS REPORT. For period from October 1, 1975 to December 31, 1975.
NY-5	QUARTERLY PROGRESS REPORT. For period from January 1, 1976 to March 21, 1976.
NY-6	QUARTERLY PROGRESS REPORT. For period from April 1, 1976 to June 30, 1976.
NY-7	ESEA TITLE IV, PART C REQUEST FOR PROPOSAL. The RFP package contains a bibliography request form for applicants. Also

is a sample bibliography for one of the Title-IV C priority areas, Education for the Gifted and Talented.

NY-8 EVALUATION PACKAGE. This package contains forms and summary documents used in the evaluation of information services for EPSIS.

NORTH CAROLINA

ANNOTATIONS

Appendix Number	Title and Description
NC-1.1	YEAR 1 PROPOSAL, DISSEMINATION CAPACITY BUILDING GRANT, April 28, 1975. Contains project approval information, budget information, program narrative (including Year 1 Objectives), assurances, and appendices (IPOD updates, a speech delivered by the state superintendent at the 1974 National Dissemination Conference, 1974 testimony presented to the Labor - HEW Subcommitte on Appropriations).
NC-1.2	LETTER TO JOHN COULSON, June 11, 1975. Clarification of N.C.'s First Year Proposal. Includes selection criteria for dissemination planner; involvement of NIE in selection process; information services; visitation plan; and evaluation.
NC-2	CONTINUATION PROPOSAL, DISSEMINATION CAPACITY BUILDING GRANT, September 30, 1976. Describes first year project grant accomplishments and objectives for Year 2. Also contains abstract, project approval information, budget information, assurances, and appendices (State Validation Process, description of state adaptor grants and procedure for making proposal writers aware of current educational information related to their need).
NC-3	THE SCHOOL COMMUNICATIONS SYSTEM: A HANDBOOK FOR SCHOOL PERSONNEL, July 31, 1975. Describes the School Communications System - a model for communicating information related to school operations. Model is designed to assist in organizing and disseminating information in three areas: school operations, program information and policy. Model was developed using ESEA Title V, Part C funds.

SOUTH CAROLINA

ANNOTATIONS

Appendix Number	Title and Description
SC-1	YEAR 1 PROPOSAL, "State Dissemination Grant Proposal From The State Department of Education To The National Institute of Education," April 22, 1975. Contains project abstract, transmittal information, budget information, program narrative, appendices (job descriptions, timelines), and assurances. Proposed workplan for 1975-76 outlines the development of a delivery system for information dissemination and utilization. The proposed system expands the concepts developed in the pilot program.
SC-2	YEAR 2 CONTINUATION PROPOSAL, "South Carolina's Continuation Dissemination Capacity Building Grant," April 20, 1976. Proposed workplan for 1976-77 outlines specific objectives, activities and resources which will move the SC Department of Education towards its five year goal in developing a statewide coordinated communications system. Contains project abstract, transmittal information, budget information, program narrative, appendices (job descriptions, vitae), and assurances.
SC-3.1	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of July 1, 1975 to September 30, 1975. Submitted October 15, 1975. Discusses major activities and accomplishments for the first quarter in light of objectives and workplan for Year 1.
SC-3.2	QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of Octboer 1, 1975 to December 31, 1975. Submitted January 15, 1976. Discusses major activities and accomplishments for the second quarter in light of objectives and workplan for Year 1.

SC-3.3 QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period January 1, 1976 to March 31, 1976. Submitted April 15, 1976.

Discusses third quarter activities in light of objectives and workplan for Year 1.

SC-3.4 QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period April 1, 1976 to June 30, 1976. Submitted July 15, 1976.

Discusses fourth quarter activities in light of objectives and workplan for Year 1.

SC-3.5 QUARTERLY PROGRESS REPORT OF DISSEMINATION CAPACITY BUILDING. For the period of July 1, 1976 to September 30, 1976. Submitted October 14, 1976.

SC-4 CONTINUOUS UPGRADING OF EDUCATION. South Carolina's Educational Objectives for 1980-81 Proposed for Public
SC-4 Review. (Pamphlet)

Describes fifteen objectives which are designed to provide greater educational opportunities for all students in South Carolina public schools and the needs which resulted in the fifteen objectives.

Prepared by the State Board of Education, this pamphlet serves as a mechanism for public review of the objectives. Their hope is that all South Carolinians will share in the design of education for life in the 21st century.

SC-5 INFORMAL SUMMARY OF SOUTH CAROLINA CAPACITY BUILDING PROJECT.

This summary describes the South Carolina Capacity Building project. It includes first year accomplishments and second year objectives. A version of this summary was included in South Carolina's 4th Quarterly Report (see SC-3.4)

SC-6 MAJOR MILESTONES IN DEVELOPMENT OF SOUTH CAROLINA DISSEMINATION CAPACITY.

A chronological listing of major milestones in South Carolina's capacity building. Contains milestones from 1965 to 1976.

SC-7 "AN AWARENESS BULLETIN ON CURRENT RESOURCES AVAILABLE FROM NATIONAL, REGIONAL, STATE AND LOCAL SOURCES," Vol. 1, No. 1, February 1976. (Bulletin - Educational Products Center.)

The first and only issue of a product produced by the EPC. The bulletin was to be published periodically to create awareness of current available resources.

SC-8 AN ANNOTATED BIBLIOGRAPHY OF SOUTH CAROLINA DEPARTMENT OF EDUCATION PUBLICATIONS, March 1976.

Commonly known as Annotated Listing, this publication is a compilation of products available through State Department offices. It was prepared by EPC to help Department and district personnel identify needed products and eliminate duplication. All included annotations are listed alphabetically under the section, office, and division responsible for their development. Availability and cost information is also included. Semi-annual revisions are planned.

SC-9 CATALYST: ALTERNATIVE METHODS OF CONDUCTING A NEEDS ASSESSMENT. South Carolina Department of Education, January 1975.

The first Catalyst booklet presents alternative methods of conducting a needs assessment for schools and school districts. Its underlying purpose is to encourage development of programs beyond minimum standards by sound planning.

Outlines purposes and methods of conducting needs assessment; reviews State Board requirements for district needs assessment; presents various services available from the SEA to meet these requirements; describes how three SC districts have used needs assessment in planning; reports procedures and outcomes of two school district needs assessment models from other states; and contains detailed descriptions from a combination of needs assessment procedures from other parts of the nation and from current literature.

SC-10 SHARE: PROGRAM VISITATIONS. Education Products Center. Information Resources for South Carolina Educators.

A visitors' logbook for collecting feedback information so EPC can improve the utility of SHARE products and for school district monitoring of incoming visits to their SHARE programs. Information requested in the logbook include visitor's name, position, school district, address, telephone number, and visit date.

SC-11 SOUTH CAROLINA EDUCATIONAL POLICY MANUAL. South Carolina State Board of Education, July 9, 1976.

A compilation of the State Board's policies, rules, and regulations. Also included in the Manual are pertinent state constitutional provisions, statistical provisions, and case law.

SC-12 FILING AND INDEXING SYSTEM PROGRESS REPORT, November, 1976.

Describes a system based on the National School Board Association (NSBA) school board coding procedure which involves the assignment of an alphabetical code to publications so which they can be locally catalogued, filed, and retrieved.

SC-13 FIVE YEAR EDUCATIONAL PLAN

Describes the state board's philosophy and development of it's two five year plans.

SC-14 MEMO FROM EDUCATIONAL PRODUCT CENTER DIRECTOR TO OTHER STATE DEPARTMENT OFFICE DIRECTORS, November 22, 1976.

Concrete evidence of EPC's efforts to develop a departmentwide communications network; this memo was distributed and discussed at a meeting of all nineteen office directors.

SC-15 "ALTERNATIVES FOR DECISION MAKERS"

Script for the first thirty minute instructional television (ITV) program.

SC-16 "BASIC EDUCATIONAL DATA SYSTEM"

Contains content of second thirty minute ITV tape.

SC-17 "OVERVIEW OF EDUCATION PRODUCTS CENTER: WHAT'S IN IT FOR ME?"

Contains script for third thirty minute ITV program.

SC-18 "UTILIZATION OF STATEWIDE TESTING DATA"

Script for fourth thirty minute ITV program.

SC-19 "ANNOTATED LISTING, SHARE, CATALYST, SUPERINTENDENT'S ANNUAL REPORT, SOUTH CAROLINA SCHOOL DIRECTORY."

Developed by one of the EPC linkage agents. This pamphlet describes products and service available to local districts. This pamphlet is distributed to all EPC representatives.

SC-20 EDUCATION PRODUCTS CENTER - RESOURCES. South Carolina Department of Education. Division of Administration and Planning.

Describes information resources available through EPC.

SC-21 "ERIC-CLOSE THE GAP," Education Products Center, Columbia, South Carolina.

A one page sheet which describes ERIC services in simple terms. Prepared for distribution to teachers, administrators and other school personnel.

SC-22 EDUCATION PRODUCTS CENTER REP PACKET.

Contains information for EPC reps. Packet is distributed to reps during their visits to the EPC. Packet includes a visitation activities schedule; organizational charts for SEA and EPC; current status of dissemination project; and examples of EPC dissemination activities.

TEXAS

ANNOTATIONS

Appendix Number	Title and Description
Tex-1	YEAR 1 PROPOSAL, "Building Dissemination Capacity Project," submitted to the National Institute of Education, April 23, 1975. Contains project abstract, transmittal information, budget information, program narrative, appendices (job descriptions, timelines), and assurances. Proposed workplan for 1975-76 outlines the development of an expanded information resource base and a personalized linkage system in 10 of the 20 Education Service Centers.
Tex-2	YEAR 2 PROPOSAL, "Building Dissemination Capacity through Coordinating Information for Texas Educators (Project CITE)," submitted to the National Institute of Education, April 29, 1976. Contains project abstract, transmittal information, budget information, program narrative, appendices (job descriptions, timelines), and assurances. Proposed workplan for 1976-77 outlines the development of a linkage system including all 20 Education Service Centers. Resource base is to be further expanded using newly developed file indexing and management procedures.
Tex-3	QUARTERLY PROGRESS REPORT. For period from July 1, 1975 to September 30, 1975.
Tex-4	QUARTERLY PROGRESS REPORT. For period from October 1, 1975 to December 31, 1975.
Tex-5	QUARTERLY PROGRESS REPORT. For period from January 1, 1976 to March 31, 1976.
Tex-6	QUARTERLY PROGRESS REPORT. For period from April 1, 1976 to June 30, 1976.
Tex-7	QUARTERLY PROGRESS REPORT. For period from July 1, 1976 to September 30, 1976.

Tex-8	GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS. Brochure lists goals of the State Board of Education updated in October, 1975.
Tex-9	STATE BOARD OF EDUCATION REPORT. "Fourteen Priorities Grouped by Categories," September 11, 1976.
Tex-10	AWARENESS PACKET. Materials provided to the contact person(s) in each of the Education Service Center facilitates awareness to CITE's services.
Tex-11	INCITE. November, 1976. Newsletter for Project CITE. This issue contains a table of organization for the project.
Tex-12	1106 PUBLIC INFORMATION. State Board of Education policy #1106 related to public information and includes policy support for TEA dissemination activities.
Tex-13	INTER-COM. December 3, 1976. This is an example of the TEA inhouse communication bulletin prepared by the Division of Dissemination.
Tex-14	MEDIATED NEEDS ASSESSMENT. Spring, 1976. A planning package for use by elementary school principals and teachers in identifying information needs.
Tex-15	FUTURES, FORECASTS AND CHANGE: BIBLIOGRAPHIES AND READINGS. July, 1976. An example of the "off-the-shelf" response packages prepared for high demand topics.
Tex-16	DEMONSTRATION SCHOOLS IN INDIVIDUALIZED INSTRUCTION: 1976 VISITORS GUIDE. Guide prepared by TEA to assist vistors to demonstration sites in Demonstration Schools Network.
Tex-17	DISSEMINATION: THE MOD WAY. A model dissemination program prepared by Region 10 Education Service Center, Richardson, Texas.
Tex-18	AGENCYWIDE PLAN. A package of materials relating to the agencywide plan for dissemination. Materials describes dissemination objectives and cost centers.
Tex-19	EVALUATION MATERIALS. A package of forms and summary documents used in the evaluation of information services from Project CITE.

INTERVIEW GUIDE FOR FAMILIARIZATION VISIT

State ____________________ Date ________________

State Staff	Title

NTS Staff

____

____

____

A. Background and Context Variables

1. What is the organizational structure of the state education system?
2. What relationships exist between the SEA and Higher Education Institutions?
3. What relationships exist between SEA and LEAs? SEA and IUs?
4. What are the priorities of the SEA?
5. What does the SEA see as its mission?
6. What is the size of the SEA?
7. Describe communication channels within SEA.
8. What other dissemination efforts are going on in the state (not related to this project)?

B. Preproject History

1. What is the background of the project director? project manager? other project staff?
2. What has been the history of dissemination efforts in the state prior to this project?
3. What are your observations with respect to the NIE RFP and procurement process?
4. Who wrote proposal? Why?
5. Who was involved, consulted or informed in the development of the proposal?

C. Overview of Project Proposal

1. What are your objectives for this year?
2. What changes are there from last year?
3. Have you had turnovers in project directors?
4. Have you had turnovers in project staff?
5. Can you provide materials relating to the project?

D. Clients

1. What kinds of groups do you consider to be primary target audience?

Can you estimate how many users you have in each group?

Target Audience	Other Users	User Groups	Location of these Groups	Number of Users
		Elementary and Secondary School Practitioners		
		School District Staff		
		State Education Agency Staff		
		School Board Members and Staff		
		Legislators		
		Faculty, Postsecondary Schools of Education		
		Other Postsecondary Education Faculty		
		Postsecondary Education Staff		
		Education Researchers and Developers		
		Special Interest Groups		
		Information Services Staff		
		Other (Specify)		

2. Do you have many other users in groups that are not considered to be in your target audiences? Please estimate how many users you have in each of these groups

3. Are your services limited to particular regions? If so, where?

4. Any special attempts to reach non-users? If so, how and what results?

E. Information Resources

1. In which of the following areas are resources developed? being developed? planned for development?

   __ program and practice

   __ research and development

   __ legislation and regulations

   __ statistical and management information

   __ other ____

2. What other in-state information resource centers, systems or services exist?

3. What relationship do you have to these (if they exist)?

4. Do you have any descriptive materials on these (if they exist)?

5. What type of computer search capability do you have?

6. What criteria do you have for building information resources?

7. Do you use needs sensing information in building information resources?

8. Do you provide:

   __ computer searches?

   __ manual searches?

   __ selective dissemination of information?

   __ "off-the-shelf" materials?

9. Do you have any file management procedures?

10. How (if at all) do you link to public information?

11. Do you have any information on costs of responding to client requests?

12. What procedures do you have for obtaining information resources?

13. What do you do when you cannot respond adequately to an information request?

14. Do you refer clients to other sources of information?

15. Do you screen client requests? How? Using what criteria?

16. What procedures do you use in responding to requests? reference tools?

17. What is your average turn around time for responding to requests?

18. How do you communicate with clients? (directly or through linking agent) How are information requests received?

19. How do you communicate between information resource staff and linkage staff?

20. What gaps exist in your information resource base?

21. How do you anticipate filling those gaps?

22. How are all of your information resources coordinated to insure a coordinated response?

23. What barriers exist to coordinating all of the information resources?

24. Do you employ any special tactics to reach non-users in your target audience? If so, what are they? What are their results?

F. Linkage Mechanisms

1. What kinds of linkage mechanisms do you use?

   ___ mass media

   ___ targeted communications

   ___ conferences and training

   ___ demonstration/observation sites

   ___ intermediate units

   ___ personal linkers

2. What is the role of personal linkers?

   . vis-a-vis SEA

   . vis-a-vis LEAs

   . vis-a-vis IUs

   . vis-a-vis Information Center

   . vis-a-vis other agencies (IHEs, teacher centers, demonstration sites)

3. How are personal linkers assigned?

4. What are the characteristics of personal linkers?

   . background and experience?

   . selection process?

   . training and preparation for role?

   . how matched to clients?

5. What are the activities of the personal linkers?

6. What is their client load?

7. How are assignments made?

8. What is the approximate geographic area of the linkers' assignments?

9. What is the home base of the linker (SEA, IU, LEA, etc.)?

10. How do linkers communicate among themselves?

11. What kind of targeted communications does this project disseminate? Rationale and purpose?

12. What kind of targeted communications does the SEA disseminate? Means of coordination?

13. What mass media communications are used by the project? by the SEA? Rationale and purposes? Means of coordination?

14. Do you use intermediate units for dissemination? If not, why not?

15. If yes, what is the role of IUs in the dissemination system?

16. What is the legal/regulatory basis for the IUs?

17. How are the IUs organized (both internally and within state education system)?

18. How are IUs supported?

19. What are the roles of IUs vis-a-vis the SEA? vis-a-vis LEAs? vis-a-vis IHEs?

20. How are IUs related to other elements or components of the dissemination system?

21. Do you use conferences, training or demonstrations as part of your dissemination strategies or tactics? How? For what purpose?

22. What other agents or agencies are part of or related to your linkage mechanism?

    . IHEs
    . R&D labs and centers
    . Public and private consulting agencies
    . Teacher Centers

G. Leadership

1. Where is the dissemination project located in the SEA?

2. What is the status of the project director in the SEA?

3. What is the organizational structure of the project?
    - staff
    - role/job descriptions
    - staff deployment

4. What internal procedures are used for the day-to-day management of the dissemination project?

5. How are internal communications conducted? external communications?

6. What kind of monitoring procedures are used for system improvement?

7. What kinds of needs sensing activities are employed?

8. What procedures are used for creating awareness of dissemination services among potential clients.

9. Has any agency or state-wide inventory or analysis of dissemination activities or resources been made? Documentation?

10. Do you use an advisory group for your project? Composition?

11. What relationship do SEA priorities have to the services and activities of the project?

12. What is your perception of the attitudes and knowledges of high-level SEA personnel regarding dissemination? regarding the project?

13. Is a common definition of dissemination used throughout SEA? If yes, what is it? If no, why not?

14. To what degree is dissemination viewed as a major SEA function?

15. What kinds of incentives are used by the SEA?

16. How are incentives linked to the dissemination services and activities?

17. How do dissemination services respond to LEA priority needs?

18. How are dissemination strategies and tactics determined?

19. How is dissemination project linked to other in-state dissemination activities? Out of state?

20. What barriers exist to the development of a comprehensive and coordinated dissemination system?

H. Evaluation

1. What evaluation activities are underway?

2. What evaluation activities are contemplated?

3. What evaluation instruments are used?

4. Is there a tracking system for clients?

5. Are non-users part of the audience for evaluation?

I. Technical Assistance

1. What are your priorities for technical assistance?
2. Who can provide this assistance?
3. What specific improvements do you expect from the technical assistance?
4. How should NTS use its resources for technical assistance?
5. What criteria should be used to screen requests for use of the forty consultant days?
6. Are you clear on the role of the Deputy for Technical Assistance vis-a-vis your project?
7. Are there any technical assistance activities which might benefit all of or several states?
8. Who should pay for technical assistance?
9. What should a national technical assistance function look like?
10. What specific services should it provide (information, referral, brokerage or actual assistance)?